

2-14-1969

The Ithacan, 1969-02-14

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the ithacan

Vol. 41 — No. 18

Ithaca, New York, Friday, February 14, 1969

Price 15 Cents

When Students Revolt They Protest Everything From Food To Society

(Reprinted from *Newweek Magazine*, May 6, 1968)

From Pomona to Paris to Peking, students are turning the world of the establishment upside down. Goaded by spreading social and political consciousness, inflamed by traveling revolutionaries and the instantaneous word of the media, students today are rebelling on issues ranging from food in the cafeteria to academic reform to the foundations of society itself.

Ominously, the challenges are becoming increasingly volatile. Columbia University students in New York seized a dean for a day, took over five buildings and shut down the campus. And the distinctions separating European and American student protests are fading. True, European students are still politically minded — French students raised the Viet Cong flag over the Eiffel Tower, and German students attacked the publishing offices of conservative Axel Springer. But in both countries students also protested against medieval universities, crowded

classrooms and absent professors. And when 1,000 Czech students took to the streets, they were doing so in sympathy with a war-protest march in New York.

In America, the assassination of Martin Luther King Jr. has sharpened the racial issue, with the result that growing numbers of students are protesting to force their schools to become advocates of change. The students not only want their schools to make moral judgements about national and international issues; they want to help shape these judgements.

American students have taken up confrontation politics with vengeance. At Boston University, 125 Negro students took over the administration building for twelve hours until Arland Christ-Janer, B.U.'s president, agreed to recruit more black students and faculty and start black studies. At Colgate, 500 students and faculty sat in the administration building for almost five days till school officials promised to reform the fraternities' selective — and discriminatory — "blackball" rush-

ing system. Even at Connecticut's staid Trinity College 200 students invaded administrative offices for more than a day, holding the president and six trustees captive for three hours, demanding that the school create more scholarships for Negroes and teach a course on "the psychology of the ghetto." Trinity officials agreed.

The most impressive domestic demonstration, and the most peaceful, was at North Carolina's Duke University, where 1,500 students sat for days in rows on the school's main quadrangle, trying to force the trustees to pay non-academic employees more than the going rate of \$1.15 an hour. Other students boycotted classes and cafeterias; the divinity school faculty unanimously voted to divert their annual raises into the pay envelopes of campus maids and policemen. Under such moral pressure, they agreed to raise salaries to \$1.45 an hour. But at Columbia, students' protests were not started so innocently, nor settled so amicably.

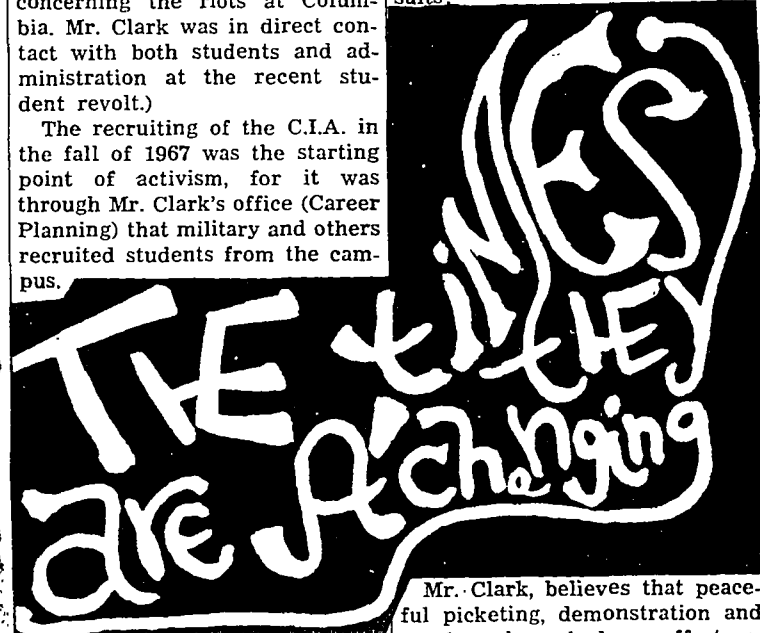
"it took violence to gain recognition"

by Georgianna Glace

(Mr. Alexander Clark, Director of Placement at Ithaca College, formerly Director of University Placement at Columbia University was interviewed recently concerning the riots at Columbia. Mr. Clark was in direct contact with both students and administration at the recent student revolt.)

The recruiting of the C.I.A. in the fall of 1967 was the starting point of activism, for it was through Mr. Clark's office (Career Planning) that military and others recruited students from the campus.

was the biggest benefit obtained by the students. But did it take more than 700 arrests, destruction of property and numerous injuries, just to attain these results?



The military question and its concern in Viet Nam was the main issue for the confrontation. Tension had been rising quite steadily on Columbia's campus and all that was needed to ignite the whole campus in revolt was the arrogance of the S.D.S. against the C.I.A. The recruiters gave up and left, but the tension was rising and the students were looking for some means to revolt.

With the coming of other military recruiters came violent demonstration, a take-over of the gymnasium and administration buildings and many other disturbances, which caused nationwide concern. Police were called to the scene over a week after the riot had started. The police, being only too human, only added to the blood-shed. Violence followed violence and many students were arrested and hospitalized.

What were the results of this student revolt? "A lot of things were wrong with the administration," said Clark, "and it took violence to gain realization." The resignation of the President of the University (President Kerr)

Mr. Clark, believes that peaceful picketing, demonstration and speakers have had an affect on campuses but he draws the line when it comes to violence. We are all experiencing a struggle between independence and security and it is only human nature to revolt.

Student revolts are no longer unique, the students are copying the tactics of other schools and are getting ideas from the press coverage of other student confrontations. It's becoming "old hat" to take over the administration building and accomplishing little or nothing except proof that students can do it. What's to stop I.C. from taking over the administration building? Certainly the students have more physical power than the administration but we've showed our power through other means. We do not use violence, nor do we use pickets or demonstrations. We have showed that we are responsible students. By placing students on the Curriculum, Library, Search for the New President and other such Committees, the students at Ithaca College have proven that we are responsible and mature enough to gain our goals through peaceful co-existence with the administration and faculty.

SDS Offers Solutions For "Minority Group" Problems

by Jean Stillitano

The Ithaca College Students for a Democratic Society in conjunction with members of the Economic Opportunities program have proposed, in a recently issued pamphlet, several important changes in the College's present educational policy. In order to increase educational opportunities for those formerly excluded for economic or cultural reasons, SDS requested that "Ithaca College make a serious attempt to draw at least 10% of its students from low income groups by the Fall of 1971." The pamphlet suggests a revamping of present admissions policies to incorporate special recruiting of "minority group students."

"In order to make education more relevant to both black and white students," the pamphlet seeks the immediate establishment of a black-controlled black studies program. In addition, it asks that at least one student-controlled course be instituted by Fall of '69 which would be financed by Ithaca College and would be given for credit with only a pass or fail grade. The student-controlled lectures would be open to the public at no cost.

The pamphlet alleges that instituting such programs would cost money, however, on the basis of the Work Study Guide-

lines that explain how federal funds are judged, the new program could increase the possibility of further federal grants. "The Work Study Guidelines state that the merit of unusually large requests for funds is judged by such criterion as whether there have been extraordinary institutional efforts to enroll increased numbers of students from low income families, as evidenced by 1) specialized recruitment and admission, 2) remedial instruction, 3) specialized counseling, and 4) any other relevant factors."

Such requests for changed policies in the I.C. educational system were based on an investigation on what has been done and what is being done to educate "the culturally disadvantaged" at Ithaca College. Currently, I.C.'s E.O.P. program has been the center of any efforts to educate those designated as "culturally disadvantaged." E.O.P. relies heavily on federal grants especially those given by the federal Work Study Program. The pamphlet alleges that in the 1967-68 school year, "the Federal Government granted Ithaca College approximately \$54,000" which was to be distributed on the basis of need between E.O.P. and non-E.O.P. students. The allocated funds

were to enable E.O.P. students to work up to 15 hours a week during the semester and up to 40 hours a week during the summer and vacations. However, according to the pamphlet, when some students wanted to use E.O.P. funds to work, the E.O.P. committee was informed that there was no more money available.

In an effort to improve the '68 program, and to better budget the allotted Work Study funds, which had now been cut to \$35,000, the administration added the funds to the student employment budget and appointed a new job dispenser. The result, as written in the pamphlet, was that most of the allotted money was used by October and many students "in need" did not have jobs.

Because of these events, interested students are demanding a more serious interest in the social and economic conditions that such programs as Work Study are attempting to alleviate. To augment this interest, I.C.'s SDS proposed the formerly mentioned changes on campus in addition to student participation in such matters as the allotment of the budget, the planning of the curriculum, and the making of important appointments. The pamphlet states, "The planning and decision-making procedures of the college must not remain in the hands of a few administrators along with the faculty. It was precisely this approach to education which was responsible for the initial Work Study mixups. Students must be recognized as an important and constructive power within the college and must be given a real say. The more important development of educational quality and opportunity must be realized immediately if we are to become a viable and contemporary institution."

Soc Majors Meet Again To Discuss Separate Departments



Photo by Barb Goldberg

"You have every right to ask questions . . ."

In an atmosphere of marked calm differing from the charged encounter of January 28, sociology majors again met with Dr. Eric Graf, head of the Social Relations Department, and other faculty members Tuesday night to discuss departmental changes. Approximately 60 people listened to Este Wolkinson, acting spokesman for the sociology majors, outline three points agreed upon before the meeting by the students. They were:

1. The feeling that the present situation "has generated many personality and academic conflicts." "It is not our intention to slander anyone," said Mrs. Wolkinson.

2. The feeling that any conflicting views should be kept out of the classroom. She stated, "Threats and intimidations are unethical."

3. The emphasis that the main concern of the sociology majors is to have the Social Relations Department divided into separate and autonomous departments of psychology and sociology.

Mrs. Wolkinson listed several reasons to support the last point. If a sociology department were created, a sociologist would have to head it. (Dr. Graf later stated, "I hope you can find someone to take over the department because it is, without a doubt, too much for me." Dr. Graf is now working in actuality as a double department head.) The sociologist would hopefully pay for himself by attracting research grants to Ithaca College and would attract other sociology faculty.

It was felt that a separate de-

partment would also attract students interested in sociology and that this is important because of the growing demand for sociologists.

Dean Paul Givens of the School of Arts and Sciences was the first speaker when the floor was thrown open for discussion. "I represent the administration," he

ings to majors. He suggested that the majors send representatives to the next faculty meeting with their proposals.

After further discussion on other student proposals, including the expansion of course offerings and the desire to emphasize the practical as well as the theoretical in sociology courses,



Photo by Barb Goldberg

"... It is, without a doubt, too much for me."

stated, and added, "From the administration's standpoint, it's good we have such discussion . . . you have every right to ask questions . . ."

"No one on the faculty will hold anything against any student," Dean Givens continued. "You can speak freely."

Dean Givens noted that the Social Relations Department was among the first to open its meet-

the meeting was adjourned. The sociology majors then met to choose representatives to present the plan for a separate department to the next faculty meeting.

The students chosen were senior Chris Sims, juniors Andi Hausman, Gail Luria and Myra Schwartz, and freshman Nancy Campbell.

Students Stress "Relevancy" At Faculty - F.U.S.A. Discussion

by Denise Kalo

A group of members from F.U.S.A. met to discuss the results of their meetings with various I.C. professors and administrators about I.C.'s curriculum requirements, the general academic atmosphere, the Triplum program, and suggestions for improvement of the curriculum in general, on February 4. Faculty members were Professors Burgevin, LaForce, J. Ryan, Herzig, and Kurlander. Representing the administration were Dean McHenry, Mr. Newsom, and Provost Davies. These ideas will be discussed in a student-faculty forum to be held by FUSA in two weeks.

A lack of a true academic atmosphere was noted as one of I.C.'s main problems. A suggestion was made that selected members of the faculty could be given release time to work with students for recruiting interested and intelligent high school seniors. This could be expanded by having faculty members paid for spending time during the summer or having a reduced course load during the year to work with I.C. students on this program.

Several interdisciplinary programs were also suggested. A few professors criticized the Triplum program because the courses do not seem to correlate enough to give the student a true concept of the period being studied. An alternative would be a team taught Triplum Program where the history, philosophy and English departments could combine their efforts to provide either one lecture containing all three areas relating to one subject or three lectures on the one subject.

Another interdisciplinary program could be the "co-curriculum in the performing arts." Many students in other majors have a special talent or interest in either music or drama, and a program could be developed where a student could minor in music or drama and receive credit for these.

Many professors expressed dissatisfaction with the curriculum and one of the major complaints was "too many requirements." A chart presented at the meeting showed how this lack of electives was affecting such fields as English with a teaching option, Social Studies, and Speech which contain only 5-7 elective credits. Two suggestions were made to determine the reason for this. One was that the curriculum is oriented to provide the right courses for a student to be admitted to graduate school. The school also may be protecting the departments by these requirements. Several members of the faculty feel that if the requirements are taken off certain curriculums, the departments will

not independently attract enough students to hold classes.

Besides the interdisciplinary programs previously mentioned, other suggestions were made for giving the student not only more electives, but more opportunities to have "relevant" courses. One faculty member proposed a Black Studies program with guest lecturers. Another suggestion to make American History, a required course, more exciting would be to combine history, sociology and political science professors into one American History course so that students will be able to study this subject from more than one vantage point. An expressive writing course could be substituted for English Composition and Expository Writing. Alternatives to Biology could be Genetics or Evolution. Other meaningful courses would be a combined Music, Art and drama course to give students in other majors an opportunity to explore these three areas, and a "human studies course."

I.C.'s policy of declaring one's major as early as freshman year could be delayed to preregistration of sophomore year if a Core program was presented to Freshman where they could get a taste of each department and what it has to offer.

Two alternatives were presented to the grading system. One would be a pass-fail honors system where the student's advisor would decide if the student was qualified for such a program. The other would be a system of professor's comments on students and a paper written at the end of a student's college education in which he would state what he had learned. The advisor system was criticized. One professor felt that faculty should have the option of choosing whether or not to advise and those advisors should receive increased salary for this service.

Nobel Winner To Speak On "Atomic Nuclei" On Feb. 18

Hans A. Bethe, John Wendell Anderson Professor of Physics at Cornell and winner of the Nobel Prize for Physics in 1967, will speak at Ithaca College, Tuesday, February 18, on "Atomic Nuclei."

The talk by Dr. Bethe, the fourth this year in the continuing C. P. Snow Lecture Series, will be at 8:15 p.m. in the Science Building lecture hall.

While working on the development of the atomic bomb, Dr. Bethe became concerned about the impact of nuclear technology on politics and international relations. He took an active part in the efforts to make the public conscious of the new dangers. He devotes much of his time to government committees, including past service for former Presidents Eisenhower and Kennedy.

In addition to the Nobel Prize, Dr. Bethe has been the recipient of numerous prizes, medals and awards, including the Enrico Fermi Award and several honorary degrees.

He is a member and former president of the American Physical Society, a member of the American Philosophical Society, and several other learned societies that fall within the spectrum of his broad interests.

A native of Germany, Dr. Bethe has been a member of the faculty at Cornell since February, 1935.

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Stony Brook, New York

STONY BROOK, N.Y. (CPS) — Somewhere in this vast land is an enterprising young man who will figure out the answer to the problem of student unrest that is paralyzing universities nationwide: He will come out with a way to build a modern university without students.

To be sure, the vast number of suspensions currently sweeping campuses across the country is a step in that direction. But until a way can be found to start a campus without students — and to keep it that way — the disruption will continue.

Still, in the interim, it is impossible to see what this new studentless campus will look like. For a visit to Stony Brook — a two-hour Long Island railroad ride out from New York — shows what a school not planned for students looks like.

Founded as one of the four University Centers in the vast State University of New York (SUNY) in 1957, the neo-penal buildings now handle about 5,000 students with a projected enrollment of 10,000.

Students are incidental to the SUNY system — indeed, Time magazine ran a lengthy cover story on the burgeoning educational empire without a picture of or quote from a single student. We learn about the vast SUNY television network, the Edward Durrell Stone campus at Albany which Governor Rockefeller kindly inserts in the landing approach for distinguished visitors to the capital. And there is Stony Brook President John S. Toll posed with his foot stuck in a bulldozer chewing up yet another expanse of Long Island real estate.

For three days last fall, classes were called off for a convocation to talk about a host of problems confronting the campus. The keynote address was offered by Dr. T. Alexander Pond, the Executive Vice-President (in charge of Stony Brook money): "In the early post-war year (certainly no later than 1950) when virtually every member of our student body was already an existing, palpable birth statistic. . ."

Chicago

CHICAGO (CPS) — Sixty-one University of Chicago students were suspended on February 2 as a student occupation of the campus administration building entered its fourth day.

The protest, resulting in the take-over of the building on January 30, began in response to the dismissal of a popular sociology professor. The students are also demanding equal power with faculty on committees which make hiring, firing and tenure decisions.

Those suspended were a few who gave the administration their names on the first afternoon of the occupation. The suspensions were temporary, effective until the students present themselves to a faculty disciplinary committee.

Eight or nine of the suspended number have gone before the committee. No "sentences" have been handed out. Most of the students are receiving legal aid from University law students.

Besides reinstatement of sociologists Marlene Dixon, and 50-0 representation for students on faculty tenure committees, the students' conditions for ending their seige included a demand that all the secretaries and janitors whose work was interrupted by the sit-in be paid regular salaries.

Raleigh

by Carl Word

RALEIGH, N. C. (CPS) — Twenty-eight students were suspended indefinitely from Shaw University Saturday, Feb. 1, in a special meeting called by President James E. Cheek. Citing "reliable sources" that certain elements were "seeking to disrupt the school," and were "intimidating other students," he declared the 28 "no longer members of the University."

Cheek cited an October 1968 declaration banning demonstrations in reference to the suspended students, but no charges were listed. Students were notified of the action through notes under their doors. The notes informed them that they had run afoul of the demonstration ban and were to leave campus immediately. Among those suspended were Student Council president Donald Brent and a number of campus leaders.

There had been no trial, no prior notice that they had been accused of breaking any rules.

The suspensions came as a result of a Thursday demonstration in which all the furniture was removed from the Student Union Building. Students had heard that Dale Shelton, a student accused of disrupting a Selective Service

meeting, was going to be suspended. Shelton had shouted "HELL NO, WE WON'T GO" in a meeting on Wednesday, Jan. 29. Half the male student body walked out in protest against the required meeting.

While Shelton and Brent were ironing out the complaint over Shelton's action, students removed all the furniture from the Student Union Building, to express their anger at what they thought was going to happen to Shelton.

Over 70 students were involved in the demonstration, though only 28 were suspended. Eleven of those suspended were women students who had merely sat on the furniture, or had been in the area during the demonstration. No explanation was given for the 28 singled out, but among them were most of the campus militants and students who had run afoul of the deans. Several members of "The Black Expressions," a group organizing college students throughout North Carolina against capital punishment, were among those suspended.

President Cheek said he was prepared to send home "as many students as necessary." In fact, expulsion papers were ready for 300 more students (the school's enrollment is 1100), and Cheek said he would issue them if necessary to maintain order.

Student reaction at this small, private black school was shock, dismay, and fear. Many of those who had participated in the demonstration but had not received suspensions were waiting for the ax to fall. Many were afraid to do anything lest they too be sent home.

Meanwhile, Shelton was expelled from the University. No reasons were given, even though he had reached a verbal agreement with Dean of Men Charles Coleman during the Thursday meeting, that he was not to be suspended.

In a special meeting called Sunday afternoon, members of the Student Council urged "everyone to be cool." There had been several fires on campus in recent months, and with tension on campus at its height, no one wanted to give the administration an excuse to use the 300 suspension notices processed and ready for use.

The 28 were off campus by 3 p.m., and no word has been given as to what kinds of steps might be taken. President Cheek notified the Student Council that if they (the suspended 28) wished to appeal the decisions, those over 21 can write letters asking for a hearing. Those under 21 would have to bring their parents back with them. Many of those suspended live in New York and New Jersey, and it was con-

Student Protest 1969

Los Angeles

by Michael Levett and Larry May

LOS ANGELES (CPS) — In this midst of an oppressive atmosphere of tension among blacks at UCLA, two black students were shot to death Jan. 17.

The two students — John Jerome Huggins and Alprentice (Bunchy) Carter — were killed in Campbell Hall on the UCLA campus just moments after the adjournment of a meeting to discuss the qualifications for the director of the school's new Afro-American Center. About 150 blacks attended the meeting.

Two brothers, George and Larry Stiner, both black, have been arrested by police in connection with the shooting. The two turned themselves in.

The reasons for the tension among the blacks, some known and some unknown, are complex and are not limited to the boundaries of the campus.

A struggle had recently emerged over the proposed director of the Afro-American Center, between the Black Students Union and a community steering committee for the Center. The community group wanted a black psychologist with little academic background and presented their choice as a unanimous one to Chancellor Charles Young. Young appeared willing to accept the psychologist and pleased with the unanimity, but a dispute arose over salary.

The BSU then announced it had reservations on the choice and wanted to enlarge the negotiations. Among the qualifications they listed were "academic (political science Ph.D.)" and "emotional (soul: students interest, community commitment)." These requisites were on the blackboard in the room in which John Huggins and Alprentice Carter died.

Huggins and Carter were the leading Black Panthers in Southern California. Their organization's campus members backed

the BSU against the community organization, which included Ron Karenga, former UCLA student and currently leader of the community organizations — called US (from the group's slogan: "Where we are, US is"). The Stiner brothers are both members of US.

The Panthers and US are reported to be battling for control of the direction of black students organizations, both at the college and high school level, while the different BSU groups try for varying degrees of autonomy.

Past analysis has considered US to represent "cultural nationalism" while the Panthers followed "revolutionary nationalism." It is this "revolutionary nationalism" that attracts the "street brother" and has reportedly brought a deep split between the groups that extends beyond any one campus' borders.

David Hilliard, chief of staff of the Panthers, said Huggins and Carter died "courageous, revolutionary deaths." Other Panthers called the shootings "a

political assassination by the US organization."

Shermont Banks, a Black Panther spokesman said, "We're holding four people responsible, and we're holding Ron Karenga responsible too." He said the four, including the Stiner brothers, were on campus "from early Friday morning and attended the meeting" after which the shootings took place. The Panthers said they don't know the names of the other two suspects, and that they were giving all information they had on the shootings to police.

Banks also said, "You can look for a confrontation between students and administration. Whatever the students decide, the Black Panthers will support them." Black students would not verify Banks' statement.

Only time will tell whether the shootings were a culmination of the tension among blacks at UCLA, a phase of that tension, or only an isolated incident, relevant to the campus only because of its physical proximity.

Detroit

by Roger Rapoport
College Press Service

DETROIT, Mich. (CPS)—Ozell Bonds walked into Room 2 of the Wayne State University Education Building looking much like any other student. But instead of heading for a seat, he strode up to the podium and put down his lecture notes. Dressed in levis, turtle-neck, socks and tennis shoes, all black, he looked down through his sunglasses at a classroom full of education school professors — men and women more than twice his age.

Ozell's lecture was one of several being offered by members of the Wayne Association of Black Students in a course on "Black Social Thought" for Education faculty members. It is all part of a burgeoning, yet peaceful, black movement on this campus just a few blocks from the 12th Street ghetto where the 1967 Detroit riots began.

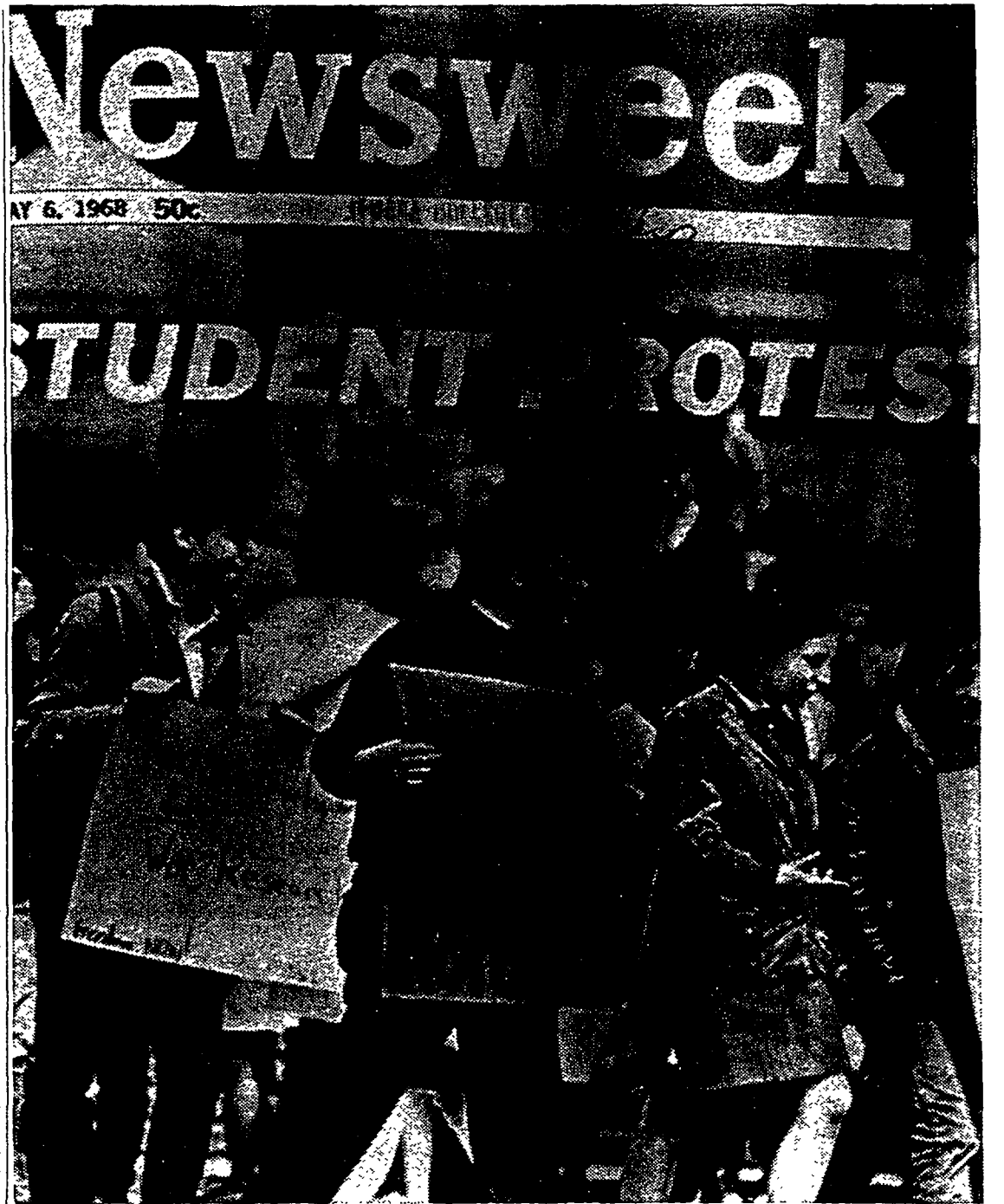
Black students at Wayne are busy mapping a new black college that will offer a full four-year curriculum as well as courses for students and faculty from other departments.

The Wayne developments, which are moving ahead with moral and financial support from the campus administration, have turned many conventional educational concepts inside out. Perhaps most important is the idea that students have as much, if not more, to contribute to the educational process than teachers. Not only can students skillfully organize a new curriculum by themselves — they can also teach it impressively.

Lonnie Davis, head of the ABS at Wayne, points out that the syllabus for the "Black Social Thought" course offered a reading list of no less than 45 books (from Baldwin to DuBois). Some faculty were so astounded by the reading list, they almost dropped the course. Graduate student Davis complains that "it's obvious to us that most of the teachers taking our course aren't reading all their assignments. Many of them come to class unprepared."

Still, they have had stimulating two-hour weekly sessions on topics like "Who is the Black Man," "Who is the White Man to Us," "Black Music," and "Third World Revolution." A discussion of "White Woman, Black Man" was so provocative

sidered unlikely that they would return. Students felt this was just the first step in eliminating militants from the campus. "If we let them get away with this, they'll pick us off in twos and three's the rest of the quarter," said one student.



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that it was carried over to a second session.

In one of Ozell's recent lectures, he offered a terse 25-minute lecture on the relationship of slavery to present-day conditions in the South.

"The black man served in the house during slavery so he had frequent personal contact with whites. That's part of the reason why the southerner today can associate freely with the black as long as he stays in his place.

After the lecture ended, one teacher launched into a lengthy argument with Ozell about the use of violence in the present-day civil rights struggle:

"I see all your aggression and racism as defensive violence. I see it as an assertion of your humanity, pushing off the oppressor

instead of using a direct hit. But the problem with using all these threats is that you are scaring away many whites who might otherwise rally to your side." Ozell replied: "I come here to attack you verbally with words — to call you racist honkies. People who react with fear are too stupid to see the truth because if we were going to hurt you we would come with guns. Our function is to make the whites move into action to join with us to help civilize a barbaric country." In the end the teacher pleaded Uncle: "It's really the white man's job to change white racist attitudes — not the black's."

The ABS is currently planning to open its Black College in September. The group has already won \$34,000 from the Catholic

Church and is working on the Ford foundation for an additional grant. "We hope to bring in top black teachers from around the country to help staff our college," says Lonnie Peaks, who is studying for a masters degree in Community Organization.

A four-year program will let students work toward a degree in black studies "This makes sense — after all, Wayne is really our campus. It was built right out of the ghetto," says Peaks.

So far the administration has been cooperative in working out class space for the new school: "Whenever they balk at one of our proposals," says Peaks, "we just say, 'Now look, you guys just had a riot here and none of us wants a new one, do we?'"

Editorials - -

The Times They Are A' Changing

Within the past year student upheavals have rocked "the establishment" from New York's Columbia University, and California's San Francisco State, to the streets of Paris, France, and the modern campus of Japan's Tokyo University. In their quest for change, students have incorporated every method known, from peaceful campus sit-ins and boycotts, to the violent and battle-like tactics of clashing with armed police forces and overtaking and occupying administrative buildings.

Whether or not students have the right to demand change is noncontroversial. As tomorrow's inheritance of today's establishment and as the majority age group now, they are constantly faced with major issues that need reform. And students definitely have displayed "the power" to influence such reform. Yet, student power, according to Edward Schwartz, the president of the National Student Association, "means not simply the ability to influence decisions but the ability to make decisions."

Today there are over six million students in American universities alone, all of whom are more directly involved in national and international events than any other generation of students. These American college-goers identify with students throughout the world in their dissatisfaction with the establishment and its maneuvering of world events. Perhaps, for this reason, the university administrator and trustees are the on-campus symbols of the real target: The Establishment.

I.C. students have demanded change. We have "revolted," peacefully, in our attempt to reform and better this college education. Yet you only have to read this special issue to see

some of the methods and the impact of violent student upheavals throughout the world. Somehow it is unfortunate but true, as *Newsweek* magazine writes it, that "the major thrust of student radicals, the movement that is catching the headline in public squares and universities, points away from ordinary reform toward the direct, uncompromising demand of the revolutionary at the barricades." To some extent it is even tragic that today's new rebels are merely "going through the motions of revolt without really having thought through just where their revolutionary gurus may be leading them." If this is true, then what exactly is the point of advocating student responsibility and student involvement in administrative policies?

We feel that presently we have the intelligence, methods, and the power not only to question the quality of education, because it is "our education" but also to improve the "established system of education here." It seems strange that many activists, most of whom currently protest an international war, would resort to war and violence at home on the college campus.

In a special article in *Newsweek* magazine, Schwartz pointed out that students should help "co-decide" curriculum, admissions, and even university investment policies. I.C. students are proceeding, slowly, but certainly influentially, to gain status and to prove their responsibility to the administration. Through discussion groups, student petitions, questionnaires, special committees, and the constant work of active, interested individuals, change has occurred here. As long as we activate our ideas such change will continue. Our right to reform is not controversial, however the method to acquire that reform is.

A Clarification

The *Ithacan* has been criticized in the past two weeks for its handling of the crisis in the Sociology Department. We would like to take this opportunity to clarify the position of the *Ithacan* in this situation.

The first story about the crisis broke on a Tuesday night, within a hair-breadth of our absolutely final deadline. The story concerned the meeting on January 28 between the sociology majors, who presented some curriculum revisions including the separation of the Social Relations Department into a Psychology Department and a Sociology Department, and Dr. Eric Graf, the department head.

The *Ithacan* contacted Dr. Graf the following week and offered him the use of the Guest Editorial column to expound his views on the situation. We had hoped that even if he declined this offer, he would write a letter to the editor intended for publication. Dr. Graf declined our offer at that time, expressing the hope that the matter would die. At the last minute, he did submit a letter for publication in last week's paper, which we published.

In that same issue, the *Ithacan* published an editorial which expressed the feeling that

the steps taken by the sociology majors were healthy steps. The editorial was not meant to flame a personal vendetta with Dr. Graf, and we hope that it has not been construed as such.

Shortly after the issue arrived on campus, the Editor of the *Ithacan* received a phone call from Dr. Graf, who took exception to the inclusion of the quotation, "I think I have to put a damper on your enthusiasm." He noted that the statement, made at the January 28 meeting, was made in reference to a proposal that sociology majors be permitted to work downtown under supervision for credit. Dr. Graf felt that the statement had been used out of context.

We do not feel that the statement was made out of context. "Out of context" connotes the lifting of a quotation and its application to a situation where it does not apply. The intent of the editorial was that enthusiasm in itself is not a bad thing. We feel that the turning of Ithaca College students from social priorities to academic priorities is an important landmark in Ithaca College history, and we hope that this movement will be perpetuated throughout the college.

Letters to the Editor

Editor:

Recently a member of the *Ithacan* staff approached members of the Student's Afro-American Society for comments regarding student unrest at some of the nations most outstanding institutions. The question of whether such outbursts might be anticipated at this college was raised. At that time I pointed out to the interviewer that the universities which had experienced conflict between groups of students, faculty, and administrators have in common a tradition of intellectualism, a belief in the university as a real factor in societal reform, and a commitment to academic freedom which institutions such as Ithaca College will never achieve.

The reasons which I believe lie at the base of the problem go beyond personalities of faculty and administrators, beyond the fiscal crisis common to Ithaca College and many other institutions, and beyond the issue of misplaced priorities handed to administrators by the faceless members of the Board of Trustees. The problem is centered in a middle-class oriented society which has created Ithaca College to transmit and perpetuate its values. The parent who sends his son or daughter to Ithaca College does not want or expect him to absorb ideas which will present a challenge to his established life pattern, but rather hopes that the college will provide those elements which tend to support preconceived notions of what constitutes the "good life." Woe be to the college which might substitute Eldridge Cleaver for the "Hello People."

Student unrest? How can the student challenge the college if the college doesn't challenge the student? Why should the Black student demonstrate at Ithaca College when it is evident that those societal elements represented by the college are totally irrelevant to his existence? Ithaca College will only become aware of the revolution after it happens.

Benne S. Herbert, Jr.

Editor:

Scampers was great this year! The students deserve a great deal of credit for a truly creative production. It set a standard which will be difficult to surpass in coming years. My congratulations to Paul Goldstaub, David Staples, Scott Robinson, Ron Annas, and the other students who participated in it.

Dean Paul Givens

Editor:

Who does mark the markers? A mark is a subjective interpretation formulated by the bias of an individual instructor. It is this symbol which determines the future roads for many students. An incorrect value judgment may seriously affect an individual's future.

Ithaca College needs to set up a grievance committee to review grades. If a student feels that a mark was an unfair value judgment (one colored, perhaps by bias or prejudice of an individual instructor) he can satisfy this doubt through committee action.

I agree with your article dealing with the idea "Who Marks the Marker." The committee you suggested is one that needs student backing. Since we are the ones who receive the grades, grades which vitally affect one's career, we should have a say in the grading process. Is this grading process, then, a fair representation of one's true academic ability? I think not!

Margie Drucker

... And If We Do Not Change?

(The following poem was handed in to a teacher in Regina (Saskatchewan) by a Grade 12 student. Although it is not known if he actually wrote the poem himself, it is known that he committed suicide a few weeks later. The poem originally appeared in *Generation*, a Saskatoon-based magazine.)

He always wanted to explain things.
But no one cared.
So he drew.
Sometimes he would draw and it wasn't anything.
He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky.
And it would be only him and the sky and the things inside him that needed saying.
And it was after that he drew the picture.
It was a beautiful picture.
He kept it under his pillow and would let no one see it.
And he would look at it every night and think about it.
And when it was dark, and his eyes were closed, he could still see it.
And it was all of him.
And he loved it.
When he started school he brought it with him.
Not to show anyone, but just to have with him like a friend.
It was funny about school.
He sat in a square, brown desk.
Like all the other square, brown desks.
And he thought it should be red.
And his room was a square brown room.
Like all the others rooms.
And it was tight and close.
And stiff.
He hated to hold the pencil and chalk,
With his arm stiff and his feet flat on the floor,
Stiff,
With the teacher watching and watching.
The teacher came and spoke to him.
She told him to wear a tie like all the other boys.
He said he didn't like them.
And she said it didn't matter!
After that they drew.
And he drew all yellow and it was the way he felt about morning.
And it was beautiful.
The teacher came and smiled at him.
'What's this?' she said. 'Why don't you draw something like Ken's drawing? Isn't that beautiful?'
After that his mother bought him a tie.
And he always drew airplanes and rocket ships like everyone else.
And he threw the old picture away.
And when he lay alone looking at the sky,
It was big and blue and all of everything,
But he wasn't anymore.
He was square inside.
And brown,
And his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying didn't need it anymore.
It had stopped pushing.
It was crushed.
Stiff.
Like everything else.

Guest Editorial

Remarks by Senator Charles E. Goodell

Most students are inquirers, and often, in seeking better, newer methods, dissenters. Many of you are dissenters but not disrupters. I find it disturbing that often the disruption is given so much publicity that the cause of your dissent is virtually unknown. Granted, many of you are accused of excessive activism, excessive methods. And yet what do you see around you? ... excessive injustice, racial inequity, poverty. You see these excesses yet you are expected to react mildly, slowly, as if these things are inevitable.

During my tenure as a Congressman and especially since my appointment to the vacancy in the Senate created by the tragic death of Robert Kennedy, I have spent a substantial amount of time on the college campuses of New York state. It hasn't taken me long to understand that you refuse to allow your educational experience to simply reflect the sheltered and "irrelevant" world. And I agree with your struggle to make your experience relevant not only in words and intentions but also in action.

I think you have pierced the myth that if we just keep ambling along at the same pace, somehow the ills of the world will work themselves out. You know and I know that this is a fatal pace. Your deep and personal commitment to positive change must be met by a nation willing to open wide the opportunities or change. Legislative change must be more than a pronouncement of good intentions. It must be a pronouncement backed by power ... the power to correct injustices.

For a long time you have been told that what you're saying is "worth listening to." I think you have tired of being listened to. I think you are crying to be heard. And I want to hear you.

I'm afraid there are many who have not grasped the depth of your commitment, your will, your desire. They fail to understand that you can live each day with doubts and somehow retain your certainty about what is ultimately right ... that you can actively protest inequities without guaranteed hopes for victory ... that you expect change, not only as the next logical step in our development, but because it is right.

Some of your generation have been called anarchists. They are widely accused of wishing to radically, even violently, alter our present society. The implication is that you wish to destroy a life that is wholly virtuous, and replace it with a less desirable way of life. I wonder if your views can really be so misinterpreted. Can your desire for justice, and end to poverty, for equal and sound education really be called anarchy? Surely those who sit in comfort and complacency who are blind to the screaming needs of our time are the passive anarchists. Surely they are the ones most guilty of destroying, bit by bit, the potential of a meaningful and healthy society.

My advice to the older generation is to make common cause with the younger generation.

U.P.I. C.P.S. THE ITHACAN MEMBER
Published weekly by the students of Ithaca College.

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The *Ithacan* is published weekly during the academic year. Second-class postage paid at Ithaca, New York.
Postmaster: please send form 3579 to Business Manager, The *Ithacan*, Ithaca College, Ithaca, N.Y. 14850.
Office located on the Ground Floor of West Tower on the Ithaca College South Hill Campus.
Advertising: call 274-3147—9 a.m. to 5 p.m. or 274-3207 anytime.
Editorial views reflect the official position of the Editorial Board. These views neither reflect the official position of Ithaca College nor necessarily indicate the consensus of the student body.
All letters and articles submitted to the *Ithacan* become the property of the *Ithacan*. The *Ithacan* reserves the right to correct, edit, or refuse to publish any material submitted for publication.
Subscription: \$10.00 per academic year.

Panel Formed to Solve Traffic Problems

The lack of parking spaces on campus, the high rate of car registration fees, and the general traffic congestion have been problems on South Hill for some time. In an effort to alleviate the problems, student government has been working with the Dean of Students Staff and the Safety Division to create a Traffic Board.

The five member panel will be composed of three students, along with single representatives of the Safety Division and the Dean of Students Staff.

Students interested in serving on the Traffic Board should contact Danny Karson, President of the Student Body at 3771 or 277-0968.

All letters submitted become the property of THE ITHACAN and must be typed and SIGNED. We reserve the right to refuse to publish letters submitted to us. Letters MUST NOT exceed 400 words.

SDS Working "Within" And "Without" The System

by David Birt

I have been asked to write a short article about S.D.S. on the topic of working "within" or "without" the "system." As such language is imprecise, I shall first attempt to define the terms, then state the goals of S.D.S., and then analyze some of the problems S.D.S. faces. In doing this, the reader must realize that I write neither as a spokesman

whose priorities enable billions of dollars to be spent on a moon program and 80 billion on national defense while people are starving to death in America because Congress can only find \$1.5 billion to allot to programs like Housing and Community Development.

In S.D.S., we feel that we can be most effective working both



Photo by Dave Brownstein

S.D.S. Rally in Union quad last semester draws crowd.

for S.D.S., as a national organization nor for our local chapter. I can only speak as an individual member of S.D.S. and try as best I can to articulate my understanding of our overall purpose.

I understand the word "system" to refer to American society. Thus, the terms, "within" and "without" describe two ways of working within the "system." Individuals and institutions "within" the "system" are those sanctioned by our legal system. Individuals and institutions "without" the system are those within the system working without such sanction.

The goals of S.D.S. are simple: we seek a society in which wealth is distributed on the basis of need, and labor is not an exercise in alienation but a creative endeavor done for the benefit of all society.

The problems we face are difficult. The aura of legality is a capricious thing often used to dignify the absurd. Our legal system conscripts men for a tragic and unnecessary war which has consumed billions of dollars and 31,181 American lives. It sanctions an economic system

"within" and "without" the "system." We do not feel "legal methods" are necessarily rational and correct. Rather, we must work toward our goals in the most efficient and honest manner possible. If this means going "without" the system, we will do so. Of course, we hope our goals can be implemented within the "system." But, this is often impossible.

We can only ask that people fairly evaluate the goals we seek to implement and at least try to comprehend what we are doing rather than react unthinkingly toward us. Perhaps easy tags like "communist" and "fascist" (labels often applied to S.D.S.) do not do justice to the meaning of our movement. Perhaps the "riots" and "wanton disruption" that occurred at Columbia, which focused public attention on the fact that it was becoming an increasingly impersonal and intellectually stagnating university that was systematically exploiting the Harlem community, were really more constructive than destructive.

Spirit Of Revolution - On Campuses Across U. S.

by Michael Hauser

In the last three years a revolutionary spirit has been running rampant over many of our nation's college campuses. Ithaca College, not a school known for its progressiveness, has been largely free from this revolutionary movement. I feel the reasons for this lie within parts of the faculty and the student body as a whole.

The students of Ithaca College are from predominately middle and upper middle class backgrounds. This alone does not make Ithaca's students any different from those at most other schools but the reason they are here and some of the professors who greet them on their arrival do make them different.

A good percentage of the students enrolled at Ithaca College wish to become teachers. There is nothing wrong with becoming a teacher, but the two major fields of music and physical education do not seem to have the effect of stirring up a restlessness and desire for change that is necessary for a person to have a real social consciousness and revolutionary spirit. Both of these fields seem to be firmly entrenched in the establishment. There is a great emphasis laid on what is called "professionalism." A professional is defined by the "Webster's New World Dictionary" as a person, "having much experience and great skill in a specified role." If this is what the Physical Education and Music Departments considered professionalism then they would be correct in laying a great deal

of emphasis upon it, but the people in these departments seem to define professionalism as conforming to society. It would be difficult to imagine a Mark Rudd or a Thomas Hayden being allowed to participate in these departments. This so called "professionalism" that the members of these departments put so much emphasis on is carried to the extremes of including dress and appearance. (P.E. boys cannot have long hair; P.E. girls are supposed to wear skirts and not slacks. The Music Department, because perhaps it is not as professional as physical education, allows you to look as you please but tries to make things uncomfortable for you in the hope of inspiring you to return to the professional fold.)

All the blame for the lack of revolutionary agitation on this campus cannot be placed upon the Music and Physical Education Departments. The greatest portion of blame must be laid upon the student in the school of Arts and Sciences. It is here that the student is not pressured by his professors to be like everyone else. On the contrary, many of the professors try to urge the students to be individuals and to go out and try to remake the world, but it seems to accomplish very little. The students don't seem to want to learn; they want to be spoon fed knowledge. This can be seen by the lack of participation in most discussion groups. It seems as though almost all the students want to do is have a good time for their four

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That Was The Week That Was

by Rick Biggs

NEW YORK — Columbia University ended the punishment of students previously placed on probation or censured for taking part in last spring's student rebellion. The committee charged with overseeing disciplinary matters also asked deans not to take any further action against students who have not yet been tried.

WASHINGTON — President Nixon has announced that he will leave Feb. 23 on a nine day tour of Western Europe. Mr. Nixon said he would meet with the heads of five governments and Pope Paul VI and, when he gets back, start planning a possible trip to the Soviet Union.

NEW ORLEANS — Star prosecution witness Perry Raymond Russo testified that a 1963 conversation, which forms the core of the state's conspiracy case against Clay Shaw could easily have been "an inconsequential bull session." Russo had told of attending a party in September 1963 at which Shaw joined with Oswald and David W. Ferrie, a former airline pilot, in discussing how to kill President Kennedy by crossfire after a diversionary shot.

SANTA BARBARA, Calif. — An underwater oil well has finally been capped by an enormous dose of mud and cement after oil had coated more than 30 miles of beaches and harbors with gummy black slick and caused untold harm to wildlife. Steward L. Udall, former Sec. of the Interior, has said that he bore the responsibility for the decision last year to permit oil drilling in the Santa Barbara Channel.

UMUOHIAKU, Biafra — A crowded market in the Biafran village of Umuohiagu was bombed and strafed, killing 200 to 300 persons, officials said, and wounding hundreds. Villagers said the bombs had been dropped by a Nigerian jet fighter-bomber.

WASHINGTON — The United States plans to ask other nations to sign an international convention under which hijackers would be sent home, a Department of State official told a Congressional committee. The move is an attempt to end the recent flurry of hijackings.

CAMBRIDGE, Mass. — Harvard dropped a course that was to have developed a program "for the effective control and eventual elimination of riots in urban areas." The topic was a "terrible blunder," the department chairman said after more than 100 angry black students forced cancellation of the first session.

BERLIN — The United States, Britain and France have announced they are holding the Soviet Union responsible for the threatened blockade of traffic into crisis wary West Berlin. The restrictions are aimed at members of the West German Federal Assembly who will elect a new federal president in Berlin, March 5. President Nixon announced that he has no plans to cancel his visit to the Western outpost 110 miles deep in Communist territory.

WASHINGTON — The Federal Communications Commission issued a proposed regulation to bar cigarette advertising from radio and television. But the ban cannot take effect unless Congress permits a law prohibiting any Government agency from regulating cigarette advertising to expire on June 30.

PORTSMOUTH, Va. — Nearly 100 Soviet-block trawlers ragged their nets off the Virginia coast this past week, some less than 20 miles from the Wallops Island rocket center where a routine meteorological launch took place.

PHILADELPHIA — Harry Katz has received letters and pictures from 1,500 girls — some clad in towels, others in bikinis and 400 of them naked. He is the owner of a new Playboy Club franchise and expects 5,000 applications from which he will choose between 50 and 60 girls. An aggressive camera girl can earn up to \$800 weekly while the average waitress can earn up to \$180 per week.

NEW YORK — Applications for admission to Columbia College's freshman class next fall have dropped 21% from last year because of last spring's riots on the campus, the director of admissions announced. This is in contrast to other Ivy League schools where applications for admission to next fall's class have increased.

WASHINGTON — The Nixon Administration plans to create a new "Office of Intergovernmental Relations" under the control of Vice President Agnew to work on problems confronting state and local governments. Mr. Agnew "was badly miscast in the role of campaigner," a member of the White House staff said. "But that doesn't mean he is miscast as Vice President."

MASSENA, N.Y. — Mohawk Indians of the St. Regis Reservation have gone on the warpath again over Canadian refusal to honor the Jay Treaty of 1794. The Mohawks claim the treaty between the U. S. and Great Britain grants duty free passage across the Seaway International Bridge from Massena, N.Y. to Cornwall, Ont., 300 of them blocked the bridge after refusing to pay the \$5 duty demanded by Canadian Customs officials on a truck load of food and supplies.

WASHINGTON — Governor Nelson Rockefeller has agreed in principle to make a series of fact-finding trips to Latin America for President Nixon. No timetable has been set up, but several countries have already sent him notes of welcome.

SACRAMENTO, Calif. — Gov. Ronald Reagan has declared an "extreme state of emergency" at the Univ. of California for as much patrolling as necessary to keep the peace. The declaration was the first ever issued for a California university or college campus.

NEW YORK — Five major drug manufacturers have offered \$120 million to settle damage claims by states, cities and others growing out of illegal price fixing and overcharges on tetracycline and other broad-spectrum antibiotics — so called wonder drugs. The companies are American Cyanamid which would agree to contribute 40.3%; Chas. Pfizer & Co. 34.1%; Bristol-Myers 16.1%; and Squibb and Upjohn the remainder.

WASHINGTON — President Nixon said that all postmaster and rural letter-carrier appointments would be removed from the political patronage system. Under the new system the Postmaster General will choose postmasters and rural carriers from a list supplied by a Civil Service examination.

SAIGON — Fifty monster rockets that one American advisor said could "raise hell" in Saigon were found only one day's travel from the capital. They were part of one of the biggest enemy rocket stockpiles uncovered in the war.

WASHINGTON — Sen. Edward M. Kennedy intends to seek Senate support for his proposal calling for the early creation of a U.N. emergency relief force. This force would be endowed with a staff of international relief experts with funds and emergency supplies and would be ready to move quickly to any part of the world on invitation to help victims of disaster.

Trustees Caution "Academic Freedom"

In general, the college trustee is white, Protestant, in his 50's. He is well educated and financially secure; more than half report annual incomes exceeding \$30,000. He occupies a prestige position, usually in business, and "personifies 'success' in the American sense of the word."

He is often cautious about academic freedom, and has some reservation about its uses. He believes that college attendance is a privilege that should be extended to all, but not a right. As a rule, he describes himself as a "politically moderate" Republican.

Half the business-executive trustees in the survey agree that "running a college is like running a business," and that "high-level business management experience is important in choosing a new president." However, the more prominent executive position the trustee has, the less likely he is to hold these views.

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Board of Trustees Have "Supreme Control"

by Joyce Babushkin

The Board of Trustees of Ithaca College is a self-perpetuating board, which has "supreme control over the College, . . . its funds, its property, conduct, and the persons engaged in its services." More concisely, the Board's purpose is to determine college policy.

Members of the Board are chosen by two-thirds of the active membership. An educational law states that membership must not exceed twenty-five. There are presently nineteen members. Qualifications for membership include:

1. Personal interest in the College and proposed appointment on the Board of Trustees.

2. Possession of certain qualifications needed to strengthen the Board.

3. Sound character and strong intellectual ability.

4. Willingness to devote adequate time and effort to the office.

5. Tact and natural aptitude to work with others.

6. An aggressive spirit founded on determination to work for the promotion and development of the College."

Board members serve a regular term of five years. The officers include a Chairman, a Vice-Chairman, and a Secretary. The Board of Trustees elects the executive officers of the College, such as the President, the Provost, the Vice-President for Business and Finance, the Vice-President for Development, and their assistants.

The Board members serve on the following Standing Committees:

1. An Executive Committee
 2. A Finance Committee
 3. A Buildings and Grounds Committee
 4. A Development Committee
 5. A Nominating Committee
 6. An Academic Committee
 7. A Campus Life Committee
- The Chairman of the Board and the President of the College are ex-officio members of the Standing Committees.

A Chairman of the Board to replace the late George C. Textor, who died last October, will be elected at the meeting on either February 21 or May 16.

Exam Scheduled for N.Y.C. Positions; Fordham To Hold Pre-Law Conference

An examination for positions with the City of New York for seniors and graduate students interested in qualifying for positions as trainees in City Planning, School Planning, Housing and Urban Renewal, Public Personnel Administration, Management and Methods Analysis, Public Health Education, Public Health Inspection, and Assistant Youth Guidance Technician, will be given in Room A, Goldwin Smith Hall, Cornell University at 8:30 a.m. on February 22, 1969.

A Pre-Law Conference for minority group college students will be held from 9:30 a.m. through late afternoon at the Law School of Fordham University, 140 West 62nd Street, New York City, on February 22, 1969. The aims of the conference will be: to learn about law school and lawyers in their efforts to promote social change, and to learn about entrance possibilities for minority groups into law schools.

Interested students should contact Service for Career Plans, Room 207, the Arts and Sciences Building.

Focus

by George Budin

I was informed by our editor that a large part of this week's issue of our beloved *Ithacan* would be devoted to the topic of what we have accomplished in our relatively non-demonstrative way as opposed to other institutions which have resorted to demonstrations. My own personal feeling is that all we have lost is identification with schools that have protested on various issues. I stated last week in Focus that all we can expect to gain by losing our heads is publicity of the fact that we have lost our heads. Maybe, just maybe, those to whom we protest will set up some sort of board of inquiry to shut us up. However, this will probably fall short of restoring peace and good feeling between the two factions. Instead, we students, especially we students of small colleges, must use our secret weapon — brains! Putting this in "Che Gueverian" terms, we must beat the enemy at his own game by understanding his rules, the way he operates, and then move toward our own ends by taking action within the framework of these rules.

I remember one incident in which student "demands" were met the second semester of last year. The library was quite warm and uncomfortable in the extreme. This, to say the least, was not very conducive to study. A movement soon evolved whereby every student who passed by the desk on his way out made a relatively loud comment on the tropic conditions within. Soon "those in power" caught on to the purpose of the march of sarcasm and comments and the temperature in the library once again became fit to support life as we know it. This, I grant, is very trivial but it stuck in my mind as a good example as to how nonviolent student ingenuity could be used.

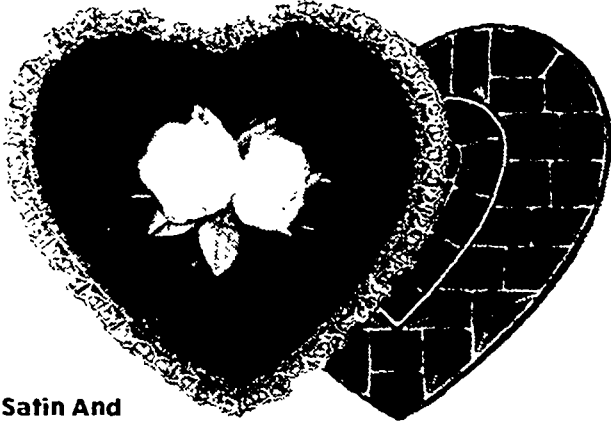
College students, throughout history, have been notoriously witty in getting what they want. This, however, is no very much to go on, and is, and relegates us to the somewhat unenviable position David was in when he picked up his sling and stone to do battle. Perhaps we should give up the sling and start looking for a good pair of scissors, as the Goliath we face is basically one of red tape. I am not as informed on all the particulars as I would like to be, ergo, I have no idea where this pair of scissors can be found. But as I said, I think our enemy is not so much direct opposition as it is the red tape thrown in our path. Perhaps this is put there deliberately as a test of our determination.



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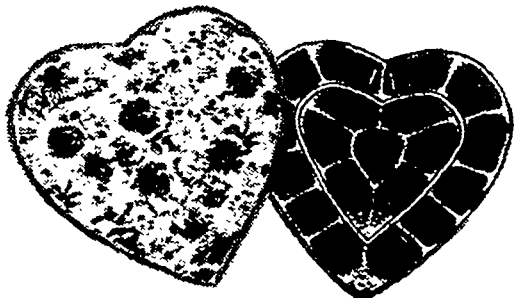
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S.F.S. Campus Immobilized

by Richard Fuller

In the recent series of college disturbances resulting from student demands on school administrations, San Francisco State College stands out as having been one of the hardest hit. Arising from the Black Student Union and Third World Organizations' demands, strikes and riots have virtually immobilized the educational process on the S.F.S. campus. The uncompromising stands of both the administration and the student body have done little in the way of resolving the situation.

The original disturbances arose over demands made by the black minority of the college for: formation of a Black Studies Department with autonomous control by its faculty and students; admission of more minority group students and all members of the Third World Organization; and reinstatement of George Murray an English instructor and Black Panther leader. All of the demands were declared to be non-negotiable by the Black Student Union. After two weeks of attempted negotiations with the black militants, college president Roger R. Smith resigned his position and S. I. Hayakawa was appointed acting president for the school.

Immediately upon assuming the position Hayakawa indicated that he would take a hardline stand against the strikers stating that: "We have a standing obligation to the 17,500 or more students — white, black, yellow, red and brown — who are not on strike and have every right to expect continuation of their education." The result has been the virtual halting of classes and a series of bloody riots and strikes involving students, faculty, police and minority groups from off campus. The campus has suffered excessive physical damage as well as incalculable destruction to the educational process in the classroom.

In January the problem was further complicated by the strike of members of the American Federation of Teachers Union on campus. They were protesting the appointment of Hayakawa; his refusal to give tenure to two professors, William Stanton and Patrick Gleason, because of their support of the student actions; and Hayakawa's refusal to reinstate George Murray as a teacher.

Though several of the student demands have been met by the college's administration, the militants insist that all demands be fulfilled before their actions stop. While the campus has quieted down some in the past weeks, the fighting and disruption continues. A final settlement is no closer now than it was two months ago.

"POT"

SAN FRANCISCO (CPS) — "Sergeant Sunshine" may have to spend nine months where there isn't any — sunshine or marijuana.

Sergeant Sunshine is Richard Burgess, a former police sergeant, who smoked a marijuana cigarette on the steps of the San Francisco Hall of Justice. Burgess was still a policeman then and he was in full uniform when he lit up.

When Judge Robert J. Drewes handed down the sentence, Burgess gave him a dozen red roses. His wife, known as "Princess Paulette" also tried to give the judge some flowers but the court bailiff stopped her.

Burgess says he plans to appeal the decision.

He and his wife may be spending a good deal of their time in court. The day after he was sentenced, Princess Paulette was arrested on charges of possession of marijuana.




(from S.F. State Strike Daily)

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Is Grad School Necessary?

by Sherry Klapper

In an article, "The Graduate School Blues," appearing in the March 12, 1968 edition of "The National Review," Mr. Richard Kostelantz explains his opposition to graduate schools.

He states that, "whereas college taught the subject, the graduate school aims to inculcate the scholarship about the subject." He gives an example by showing that if an undergraduate course surveys a certain period of American history, the grad student learns what previous scholars have said about the subject. He feels that among the difficulties for grad students are the immense amount of material available on a subject, the often limited area for a paper topic, and the impersonal attitude of the faculty. He quotes Theodore Solotaroff: "While the undergraduate in a good college has the sense of being directed toward realizing his best intellectual possibilities, the graduate student finds himself part of an impersonal and often rigid orientation." Mr. Kostelantz points out that "the grad school doesn't teach or encourage the students' capacities to interpret a large range of material, to apply the ideas drawn from one area to illuminate another, to interpret conflicting interpretations, to initiate a new scholarly direction, to insist upon doing significant work, to make sense of the mysterious and to risk evaluative judgements."

He states that little significant scholarship comes out of a doctoral thesis and yet now even the more independent universities have become more insistent about the doctorate as a necessary prerequisite for a professional position. Since the graduate student's thesis adviser has the power of withholding or refusing his license to teach in universities, such ultimate power cannot but breed its own corruptions and injustices. A student is unable to revise his doctoral thesis and since most grad schools have no courts of appeal — his fate has literally been sealed by one man. Ian Brayley, self characterized as 'one of the survivors,' judged in the Journal of Liberal Education (1960) that "the candidates who gave up look like more suitable material than those who stayed."

Sociology Majors Continue to Crusade for Department Change

In an interview this week with three sociology majors who asked to remain anonymous because "we have marks hanging over our heads," the Ithacan sought the reasons behind the current movement to revise the curriculum in the sociology division of the Social Relations Department.

Request Separate Departments

The students noted that the basis of their complaints stems from the feeling that they are not receiving the best sociological education and training that could be offered by Ithaca College. They feel that a positive solution could be effected by dividing the Social Relations Department into separate departments of Sociology and Psychology. They said that it seems that the majority of the money allocated to the department is being channelled mainly into psychology priorities, such as the psychology laboratory.

Feasibility:

Other reasons for seeking a separate sociology department included the increased feasibility of reaching a greater depth and breadth in existing sociology courses. One student also observed, "No prominent sociologist is likely to come to a sociology

department headed by a psychology professor." The student remarked that with more prominent sociologists the department would probably be in a better position to acquire research grants, as was done in the biology department by bringing in Dr. Louis DeLanney.

"Liaison Not Dictator"

Because there are no assistant or full professor working within the sociology curriculum, "The department thinks it will have to hire a senior man," said another student about the proposal to create a separate department. She felt that this problem could be solved by promoting someone already in the department. The three students expressed the hope that the sociology majors themselves would have a part in selecting the department head and said they envisioned the role of the department head as being "an integrator of curriculum and a liaison between the students, faculty and administration, not a dictator."

Need for Practical Training

Lack of practical training within the sociology curriculum is another issue that the sociology majors are seeking to resolve. They noted that prospective teachers practice teach, music majors hold classes, and speech pathology students work on cases,

but sociology majors presently have no such opportunities outside of individual summer or extracurricular work done without credit. Students in the Educational Psychology course are required to tutor students downtown as part of the course, and the students feel that a similar program should be implemented in the sociology curriculum. Too much theory and no practice is their major complaint. "We're so insecure because we feel we can't handle anything — all we have is the theory," a student remarked. "Why send us to college — why not send us home to do cake baking and have babies?"

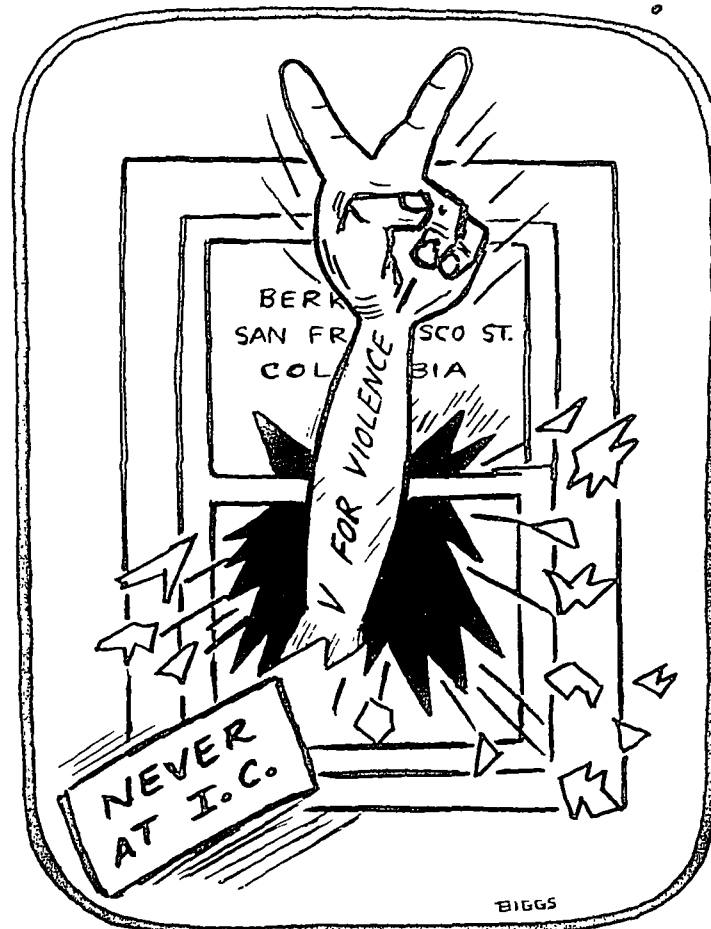
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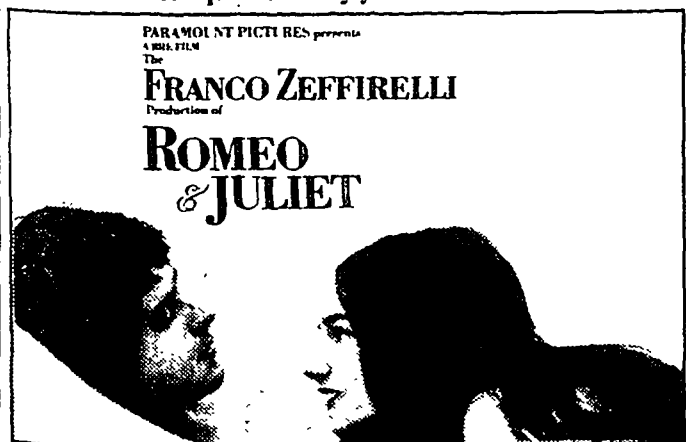
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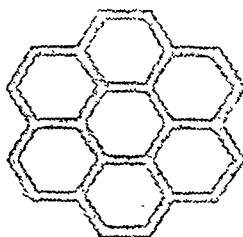


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MUSIC REVIEW

by Jeff Engel

Evelyn Lear, renowned soprano, appeared at Cornell, February 5, for a recital of lieder. Miss Lear gave a splendid performance, exhibiting a beautiful voice, and a tremendous versatility for singing lieder of all types from around the world. Miss Lear's well balanced program consisted of lied by Classicists Haydn and Mozart, early Romanticists Schubert and Schumann, later Romanticists Richard Strauss, Rachmaninoff, Tchaikovsky, and Enrique Granados, as well as by contemporaries Alberto Ginastera, Joaquin Turina, and Benjamin Britten. The soprano's scope of languages for the one recital was large, including German, Russian, Spanish and English.

Miss Lear's performance was consistent throughout the evening. She was superior in nearly every respect. Miss Lear has a beautiful, though powerful voice, which, when fully unleashed, can provide for a very exciting and intense sound. At full force, her voice is totally without edge, just as it is when she is singing the softest of pianissimos. It is without a doubt one of the best soprano voices around today. It was felt during some of the Haydn and Mozart songs that this dramatic soprano voice wasn't really appropriate, but with her encore of "Voi Sapete" from Mozart's "Marriage of Figaro," these doubts were dispelled, as she fit beautifully into the lighter lines of the aria.

Miss Lear was right at home with the rest of the program. Her ease at changing moods from selection to selection was extraordinary. She would sing in a tragic vein such as in the Schubert "Die Liebe hat gelogen," and then change immediately to be more cheerful, "Der Nussbaum" by Schumann. This ability to quickly establish contrasting moods was done effectively several times throughout the evening. Her interpretation of the lighter songs such as "El

Major discreto" by Granados, and an encore "Baija" exemplified how Miss Lear could successfully inject humor and gaiety into her singing. The only possible detracting feature from her performance, might have been her diction, which occasionally was not clear. However, this hindered her virtually flawless singing and interpretations very little.

John Wustman, Miss Lear's excellent accompanist, deserves considerable mention. The two made a perfect duo. Mr. Wustman always stayed with the soloist, while also turning in a bit of beautiful playing himself such as the lovely, soft introductions to "Schlectes Wetter" by Strauss, and "Aufträge" by Schumann. Mr. Wustman also provided a bit of interest towards the end of the recital by accompanying the three encores from memory.

This was definitely a worthwhile and beautiful evening of music and performance. It is a shame more people did not attend, as it seemed that the concert was being boycotted by Ithaca citizens and even worst of all, members (except for the voice majors) of Ithaca's main musical institution of higher learning.

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Focht, Gelman, Hanna To Help Select New College President

by Chris Flatley

After three months of deliberation, the Search Sub-committee presented its six candidates for membership on the Search Committee. Jim Focht, a Junior International Relations major, Andrea Gellman a Junior History major and Ed Hanna also a Junior History major were elected by Congress to be the members of the Committee. When asked why he was interested in working on the Search Committee Mr. Focht stated that this

would be the most important position a student could hold on this campus since it involves helping to select a new president of the college. Miss Gellman is interested in Ithaca College and its future, and realized the president's role in molding these events. "I.C. is on the threshold of change and the new president must be keenly aware of things," according to Mr. Hanna, and he want to be a part of the whole process. Immediate changes

which should occur were felt to be those involving curriculum and academic status for Ithaca College. Each felt that the personal satisfaction gained from being on this committee would be well worth all the work.

In further business, Margie Drucher and Dave Zomb are the Library Committee nominees to date. Friday night the Hi-Rise is holding its House Party and on Sunday Talcott Hall will hold its Annual House Opening

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Baltimore County School District (Baltimore, Maryland) 9-noon
Suffern-Ramapo Central Schools
Los Angeles City School District
(Interviews from 1-5 P.M.)

General Announcement: Sgt. Morgan of the U.S. Air Force will be her eat Ithaca College every Tuesday afternoon, from 1 p.m.-3:30 p.m. in Room 207 Arts & Sciences, office of the Services for Career Plans. Feel free to come in and speak with Sgt. Morgan at any time.

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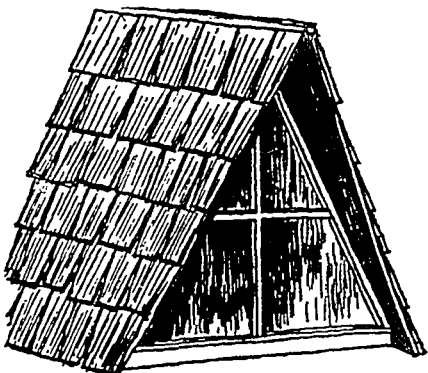


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A View From The Right

by Don Sheldon

Student revolt has become quite a popular subject in the news media. It seems that everyday we read about an actual student rebellion somewhere, or read about student revolt in general. By just reading the newspaper and magazines, one gets the impression that students all over the country are seething in revolutionary discontent and are on the verge of revolutionary action. Personally, though, from contact with fellow students both here and from other schools, I do not get this impression at all. What then is really going on?

At San Francisco, for instance, something like 500 students out of 18,000 at the school are actually participating in the revolt. Thus 35 out of 36 students there are not revolting yet the headlines blare "Students Revolting in San Francisco!" These ratios are typical for other universities and colleges which have experienced trouble of this sort. Add to all this the fact that there are over 1800 colleges and universities in this country and only a tiny minority have experienced trouble on even a much smaller scale than San Francisco and Columbia, and a truer picture of the real extent of student revolutionary discontent can be seen.

What is happening is that in a few of our larger colleges and universities, because of the sheer size of the student body, there are numerically a sizable segment of alienated radical students bent on revolution, who when given the proper leadership, are being led in disruptive rebellion. The American communications media, with its usual disregard for either responsible or accurate reporting, has overpublicized and overplayed all of these disturbances thus encouraging both the radicals at these schools and others into further rebellion and disruption. In the process they have given rise to the myth that a large segment of the student population is bent on revolt.

"Draft Dilemma" Became A Debate on Vietnam at I.C.

by Mark Zwerger

A panel consisting of John Bennet, a navy ROTC instructor at Cornell; Harris Dates, a member of the Ithaca draft board; and two draft resisters from Cornell, Joe Kelly and Tom Byers met in B-102 to discuss the draft Wednesday, February 5. The discussion entitled "The Draft Dilemma" was, instead of an airing of the evils of the draft, a debate on the war in Vietnam.

The two draft resisters began the discussion by giving a brief history of how they became involved in the draft resistance movement. Both had decided that in their minds, the draft an the war were wrong, and that, despite the face they both had deferments, to turn in their draft cards. They also described the draft resistance movement and its close relationship to S.D.S.

Mr. Bennet was the next to speak. He began by stating that he was speaking for himself and not for the U.S. Navy. He went on to say that because of historical reasons, commitments, and so forth, he believed we were justified in being in Vietnam and the draft was a necessary evil. He made it clear, however, that he was not in favor of the war.

Mr. Dates, a self-acclaimed "square" and "flag waver" was the next to speak. He said that he was proud to be a member of the draft board and said that his job was to protect the constitutional rights of individuals who had been drafted. He entered

only feebly in the discussion on the war, and then only to award an "A" in history to Mr. Kelly after he gave a talk on the backgrounds of the war and again to question the resisters as to their patriotism.

Questions from the nearly 60 people who attended followed the opening speeches. Mr. Dates was asked two questions about the draft, one concerning elementary school teaching deferments, the other dealing with the involuntary servitude amendment to the constitution. He referred the asker of the first question to a pamphlet as he did not know the answer and he seemed completely bewildered when asked about the constitution. This brought quite a reaction from the resisters and the audience as he had stated earlier that his job was to protect the constitutional rights of draftees.

Most of the questions directed to the draft resisters concerned their beliefs on the war, the government and about the draft resistance movement itself. To these questions, Byers and Kelly eagerly voiced their opinions, employing humor and profanity (much to the distress of the other members of the panel).

The discussion ended two hours later with little said that most of the audience did not already know. It was worthwhile, however, to witness these two extremes of society show how little they agree on anything.

Animadversion

by
Alan Hyman

Too often the professor-student relationship at Ithaca College and other similar institutions reaches a point where the student no longer thinks of his instructor as human. He or she stands up in front of the room, lectures from age-old prepared notes, and then dismisses the class at ten of the hour. There are, of course, exceptions to this. One such exception is Mrs. Beatrice Goldman, instructor in English. Although this is her first year at I.C., she has already garnered a reputation for inspiring her classes and motivating them tremendously.

No stranger to Ithaca, Mrs. Goldman has been a teaching assistant at Cornell for the past two years and is currently working toward her doctorate there. Previously she was a teaching assistant at UCLA where she received her A.B. and M.A. degrees and was a Phi Beta Kappa scholar. Her husband is also extensively involved in education. Currently, he serves as the editor of the community weekly newspaper, *Dateline: Ithaca* and is the director of the Neighborhood Center.

Recently we asked Mrs. Goldman her views on many academic and social affairs affecting students, parents and the government. The question of activism on campus and student rights has come up so frequently in the last year. At Columbia, the ideas the students strived for, and even the goals the students are trying for at I.C. of liquor in the dorms and inter-visitation, are not as Mrs. Goldman sees them, privileges. She claims they are the rights of all of us. We automatically deserve these rights. "College students should take control over their own lives and of their bodies."

"The students at Ithaca are just fine and willing to work," notes Mrs. Goldman, "with no problems except for some students I've seen who are overworked. The students should be able to take life into their own hands. Sitting passively in the lecture halls is the kiss of death, and the passivity of this transfers to other areas of the student's lives." She adds that, "youth must get out of the sub-culture of the past. The prolonged adolescence—and taking a cue from the adults—has ended. Students are really aware—they're with it. They have become more acquainted with community involvement and service."

Discussing the role, if any, of the Federal government in education, Mrs. Goldman explained her concept of education. "It's not just college or high school, but experience of all kinds. The government has to involve itself in more experimental areas. They also have to break up the segregated schools in the North as well as in the South, but that would take great changes in the housing patterns. So, I guess government money and aid would be needed for the problems of housing."

Any of her students would readily note that Mrs. Goldman is not a typical English instructor. She admits she's never met one. She has been greatly encouraged by responses of her students. During her tenure as a teaching assistant at UCLA and at Cornell, Mrs. Goldman taught freshman English courses. There the syllabus was handed down from above. Now, teaching different level English courses, she can make out her own syllabus and have the students realize the relevance of literature. "Literature is the evidence of values and it is still relevant," she notes. "Reading isn't dead."

"Education is useful to those around the student. Grade points are meaningless ways of showing one's education. What is important is what good the education does. As Educator and Writer Paul Goodman noted, people should be in service, preferably not military, for a year between graduation and graduate school—meaningful adult activity. This involves them in exercising their own initiative."

We discussed what occurred at UCLA in the way of student activism during her undergraduate years there. "It's terrible," she commented, "we didn't do things like that. Everyone is socially conscious now. It was right after (Joseph) McCarthy then and people were too busy minding their own business." On religion she feels that people like Cornell chaplains Daniel Berrigan, Paul Gibbons, David Connor, and Rev. Clarkson at I.C. are deeply religious men. They are aware of

Continued on page 12

Co-Ed Dorm Featured On WYNS-TV

by Linda Garrett

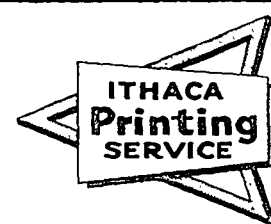
Holmes Hall, I.C.'s coed dorm, was featured on the WYNS-TV Syracuse news February 3 and 4. Originally scheduled as a three part story covering administrative, advisory, and student reaction to the dorm, production of student opinion was omitted because of a time shortage.

On Monday evening, Deans Brown and Taylor discussed selection, original conception, and the resultant structure of the dorm. Academic and intellectual stimulation were to be the main objects of the dorm—the coed aspect being an offshoot of the fact that I.C. is a coed institution. Living together, according to Dean Brown, would enable both masculine and feminine viewpoints to be aired, and would help bridge the gap between classroom and residence areas. Students in Holmes, commented Dean Taylor, desired less of the structured formality than originally planned. Although the coed dorm does offer more intellectual programs and activities than other residences, the social and community aspects have become more dominant than the academic aspects. Asked how students were selected for the dorm, Dean Taylor explained that interviews and faculty recommendations were used, and that an increase in applicants is expected next fall.

Registrar Explains Pass-Fail Credits

by Sandy Mulford

The Registrar's Office has received many inquiries as to the "Total I.C. Hours Attempted" portion of the student's Fall 1968 Term Report. This total reflects only those hours attempted at Ithaca College. Credits not included are for courses taken on a Pass (P) basis such as some language courses taken by non-language majors; and for courses transferred from another institution. The pass and transfer hours are counted toward graduation, but do not become part of the student's term or cumulative index.



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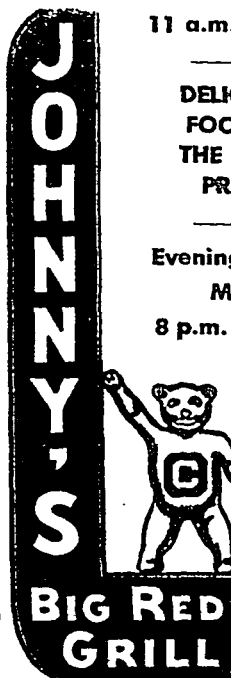
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Continued on page 11

the student's needs and this is religion. She considers herself religious, but not in the sense that most of us would readily think. "Religion for us and for our parents is not the same. We change and act accordingly, rethinking old suppositions."

An impractical idea by her own admission is the abolishment of the draft and of the military. She doesn't feel that President Nixon's idea of a volunteer army is any better. "After all, isn't that just like the local police — your own local army." On law and order she asks, "law and order for whom?" "At Chicago the police say they were provoked by obscenities. What obscenity is equal to being hit on the head with a night-stick?"

Concerning drugs, Mrs. Goldman feels that much more experimentation needs to be done before any decision can be made. The great threat of chromosome damage from LSD is one reason for more research with that and other types of drugs, she feels. "Drugs are a pleasure from reality. Maybe that's not good, when reality needs changing so badly."

She feels strongly about all of her ideas which become quite evident after a discussion with her. Students in her classes feel this same magnetism about her and what she is trying to say and do. In her literature classes, she tries to make it as dynamic as possible. Students are not forced to read and read and read until they can't stand the literature. But instead, read a novel or play and discuss its value and its content. One of the aims of a course in dramatic literature, she told the class, was to make them want to see the play performed and read other plays, not to gain a distaste for literature.

"Movies are a natural form to take over from the novel," she explains. We asked why so many movies are unreal and false. She feels that people generally lead meaningless lives. "You can't put that on the screen without doing some work on it."

With that, our conversation had to come to an end. But it was certainly a valuable discussion. Mrs. Beatrice Goldman is a dynamic and vital instructor at Ithaca College today. If you aren't in one of her courses, by all means visit and get to know her — it'll be a most worthwhile experience.

WICB Invites Student Opinion

by Rich Newberg

What's on your mind, fellow student? What are your views on student power and the Ithaca housing problem? WICB FM considers your views important . . . worthy of being aired tonight, and every Friday night from 9:00-11:00 p.m. Host Ed Tobias will receive your calls along with tonight's guests, Gary Esolen and Alan Snitow. Mr. Esolen is a Cornell graduate student, active in Ithaca housing. Mr. Snitow is a member of SDS at Cornell and on the staff of Dateline Ithaca. These three gentlemen will be waiting to hear from you and anxious to answer any questions you may have, or just discuss with you some of the pertinent issues that face the Ithaca Community.


The name of the program is "Extension 917." The key to the program is action . . . your response as part of the Sound Solution: WICB FM! The number to call is 274-3217.

Beginning this Monday, Feb-

ruary 17, and running through February 20, WICB FM will air a series of four special programs. Each has been run sometime in the past:

Monday: 10:00 p.m.
"A Child Again" — the story of a disillusioned Hippie, lost in New York City.
Tuesday: 10:00 p.m.
"Anatomy of a Pressure Group" — Tompkins County Taxpayer's Association.
Wednesday: 10:00 p.m.
"Crisis at Columbia"
Thursday: 10:00 p.m.
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One Foot In, One Foot Out

Change and the Campus Left

by Craig Wolf

It isn't often that one sees an accurate objective analysis or commentary on the Campus Left. What one usually finds is a critical polemic from a conservative viewpoint that misinterprets, misunderstands, simplifies, and vilifies the Left so that the average citizen is left with negative emotions more than accurate insight. This brief question and answer sequence is written in hopes of presenting a sympathetic but accurate view of the Campus Left.

* * *

Who are the members of the Campus Left? By the traditional meaning of "left," all those who generally favor change. Varying with the extremity or far-reaching character of the change, the percentage of those students identifying with the left appear to run from perhaps fifty percent to less than one percent. Some are radical, most just progressive. Perceptive and sensitive, they find problems where others don't. They have their misconceptions, too, as everyone else does. Some are alienated, some are hopeful; some are defeatist, some are dedicated; some are obnoxious, but most are what you would call nice people.

What are they complaining about? Very simply, the basic nature and condition of the world and our society, which seems all the more disgusting when compared to what it could be. In their view our civilization is ignorant, apathetic, wasteful, suppressive, repressive, racist, militarist, imperialist, and oppressive. Since the institutions of society are bad on the same motivations and all fit together to reinforce one another, society appears as a monolithic totalitarian System. They experience intolerance, both the outright variety and the subtle kind that only a victim can understand. They complain about poverty, class bias, government by elites, the waste of human resources, and the way their colleges perpetuate the ills of the world and refuse to change.

Why are they so negative about everything? First, they're more positive than is commonly thought. Second, keep in mind that the Left is a reaction against the status quo. In time, it should become more positive and articulate. This Left is New; give it a chance.

What do they want? These students have their differences, of course. But mostly, they want an end to the evils mentioned above. They want to wake students and others, to cause great change, and to express their digus with the way people are. Many know what they want only vaguely. They want colleges to contribute to the improvement of the world and to be defenders of knowledge, not the status quo. Their argument is with those who have vested interests in preventing change and with those who fear change.

What are their methods? Widely varied. Publicity and public opinion, education of students, encouragement of campus political activity, confrontation with power-wielders to "fox out" the truth and make it public, embarrassing opponents, and the like. Some favor demonstrations. Most are pragmatic. Violence and obstruction are minor themes, quantitatively, and are not usually used as "methods." It takes two to make a fight, and the Left doesn't usually start it.

Where is the future of the Campus Left? It will probably grow larger and more mature through experience. As its desires and purposes become clearer to itself and to the world there may be increased polarization between Right and Left, or there may be a movement toward change. The situation is fluid; either is possible.

Representatives of Corning-Painted Post City School District will be on campus Tuesday, February 18th to speak with interested candidates for teaching positions in their district. If interested contact Room 207 - A & B Building.

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Asst Dean of Students Stresses Involvement

by Pearl Mruvka

"It is the obligation of the student, just as it is the obligation of any member of society, to take an active part in affecting change in his community."

Patricia Merkin, Assistant Dean of Students, and author of the above quote, strongly stresses involvement, on the part of all students, as the key to obtaining an audible voice in any issue concerning campus life.

Although Miss Merkin is a new arrival to the I.C. Campus, she is very much aware of student gripes and problems, chiefly through sponsoring the Freshman class and working on new programs for resident advisors and dorm advisors. In her short stay here, Miss Merkin has noticed a marked increase in student participation through the course of this academic year. The progress made by students over the past few years in attaining their goals with respect to both social and academic issues is, in her opinion, attributable to increasing active involvement.

The best way, indeed, the only really effective way to incite

change on any campus is to make full use of the "channels" open to the students. Demands backed by systematically-delivered reasons for change constitutes the so-called "channels." Demonstrations can be effective, but should be moderate, carefully organized, and used as a last resort.

As far as Ithaca College students, in particular, are concerned, Miss Merkin thinks that the students here are no less powerful than students at any other college or university. The Campus Life Committee is, she feels, a very powerful body. While agreeing that MGB and WGB have accomplished a great deal, she is in favor of the proposal to strip these organizations of their legislative powers.

The term most appropriate for describing the administrative problems of Ithaca College is "communication." The faculty is becoming increasingly more involved with more issues, but, said the assistant dean, "I would like to see more interaction between the faculty and the administration."

I.C. Students Summoned to Court

Some fourteen I.C. students and several Ithaca residents and Cornell students were given a court summons for hitch-hiking on Monday. Most of the I.C. students were soliciting rides from the Aurora Street hill up to the college campus, however, policemen also summoned students from three different Ithaca areas. The hitch-hikers appeared as a group in the city court, 108 E. Green Street on Tuesday. They

pleaded guilty but were conditionally discharged on the provision that they would not hitch-hike in New York State again. To help alleviate the "ride problem" for I.C. students, Dean Marylee Taylor announced plans to establish a bus stop on Aurora Street. The present downtown bus stop is located on Buffalo Street in front of the Museum and the former Radio-TV building.

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DRAMA REVIEW

by Clayton E. Spivey

Wednesday night saw the opening of the Performing Arts Carousal Theatre, featuring *The Laundry*, written by David Guerdon, adapted from the French by Mr. Howard Richardson, and directed by Mr. Alan Robb. The story line is relatively simple: the widow of a laundry owner is confronted with the problem of a physically abnormal and grotesque son whom she, and the rest of the family, have kept hidden for many years. The disclosure of this secret to the son-in-law, and thus to the rest of the world turns into a perverted, sick experience. And it is through the introduction of this "monster" that the play becomes involved deeply with religious (and moral) symbolism.

The set was very effective. One striking difference was the use of scrim to separate the acting area from the audience. With the suitable lighting, this created an aura of illusion which is fundamental to the play. Depending, however, on where one was sitting, it was possible that vision was strained. One other minor difficulty was the obstruction of sight lines in the second act, where the revealed "monster" was unseeable to two-thirds of the audience.

The direction by Mr. Robb was good. Blocking was effective, but perhaps characterized by slight overmovement, which could well be rationalized by noting the shape of the acting area. The timing by most of the actors was a bit rushed, and as a result many "meaty" lines were lost.

Noting the actors themselves, this critic saw Miss Penelope De Witt, as Yvonne, the widowed laundress, as outstanding in her role. Miss De Witt's timing, vocal qualities and physical expression illuminated the character of Yvonne, and gave it a depth necessary to achieve a good interpretation of action, reaction and mental activity. Encore, Penny!

Miss Toni Seger as Lena, also deserves applause for her performance. Playing the pregnant daughter of Yvonne, she portrayed the spoiled "schizo": coy and "bitchy," able to go to each act at will, taking self discipline, and good direction. The character of Laurent, played by Mr. Peter Hooten was not actually "warmed up" until the second act. At first, he seemed to be in a romantic style, inconsistent with the rest of the cast. In Act II, however, Mr. Hooten oozed an enthusiasm complimentary to his character. Miss Pacqueline Yancey, as Estelle, the maid, was, on the whole, a flat character, reciting lines. Except for a few choice lines that were "tooth sinkers," Miss Yancey seemed to float along on the other members of the cast, which was indeed unfortunate for such a part.

The Laundry was, on the whole, a good choice to open the circular theatre, yet the play itself was perhaps no more than a B rating for an I.C. major production. However, it is definitely worth seeing.

Karson Calls For More Student Involvement

by Sandy Mulford.

Reform is "in" on campuses throughout the United States. I.C., like most college campuses, is currently undergoing necessary changes. One person especially interested in reform at I.C. is Danny Karson, President of Student Congress, and a dynamic personality on campus.

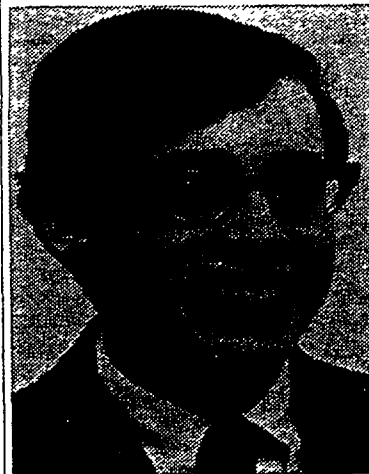
"Generally there has been an overall change whenever there occurs a major decision or crisis. All groups should be involved and this still is not being done on every issue. One major flaw at this school is that it should stop orienting students to schedules and its financial problems and concentrate on what best fulfills a good education."

"Another change," suggested Danny, "is that curriculum should be reviewed in every department to be relevant to the problems of today. Also, students should show more interest. They can't expect the faculty and administration to do it alone. But the only hope of change is the student."

"One important reform is that every department now seats students at departmental meetings. This is a most significant achievement and should be recognized as such."

When asked what he considered a good education, Danny answered, "It should be a combination of stimulating class experience, a dedicated faculty, adequate research facilities, a good physical environment, and

a personal environment for growing within. Here at I.C., the standard of education has improved even since my freshman year. More courses are being offered and we have a reputable faculty. Ithaca does have its drawbacks though and one of the biggest is the homogeneous socioeconomic background of the student body."



"Change will eventually come . . ."

Danny has very definite views on student revolt. "Immediate confrontations are immature and show a high frustration level on the part of the students. Issues become clouded with emotion and nothing is accomplished. Before you expect others to see your view you should also be able to see theirs."

Danny pointed out that the faculty and administration do listen to the students point of view and talk over new ideas. "Change is a very slow and arduous process. People are set in their ways and can only be changed when data is accumulated and mass media accepts this point of view. Change will eventually come but it takes time."

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FUSA Attempts An Organized Approach

The Free University for Social Action (FUSA) is a reform movement that is within the institution. Formed to promote discussion and exchange ideas, it also serves "to examine problems and move to a logical social action." Courses are designed to be thought-provoking and beneficial while getting away from some of the establishment's "hang-ups," such as grades and testing procedures. FUSA and its ideals are an organized approach to problems relevant to our times, maintaining openness and order.

A Library committee has been established through which students can see where funds go and experience the true functioning of the library. Juniors and Seniors are on the Curriculum Committee that studies and sometimes influences the alteration of the curriculum. Sophomore women received key privileges this semester and there is

presently a committee of Freshmen co-eds seeking key privileges for second semester freshmen. The co-ed dorm has realized an aspect of college life different from the past: that academic endeavors can be enhanced in a co-ed living situation.

Undoubtedly the biggest and most successful word lately is "discussion." Through discussion, problems and proposals can be aired logically with all aspects explored before an action is decided upon. Discussion increases understanding, decreases prejudice, and demonstrates a mature way to help others and ourselves. Conflicts that occur among different bodies on campus over ideals and ambitions are less because of the increased utilization of discussion. Many reforms have occurred and will continue to occur. But reforms are only beneficial if they have been studied, ironed out and discussed.

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The New School Begins With Individuals

NEW YORK (CPS) — Spring is two months away and already in California the scene is on fire. Violence is certain to break out across the country after midterms in March. Students are still looking for the language to put them in touch with each other and with faculty and administrators. It's not totally impossible; Harvard just pushed through a Black studies department without anyone being first knocked over the head.

In New York it's customary to take the New School for granted. Nothing ever happens there except education — which is sufficient reason for the responsible radicals, restructurers and educational reformers to give the school a close look. The average age of the student body is 35 which means the school is a secondary environment for people who have homes, families and jobs, and therefore a good deal about the New School is not applicable to the conflicts on most campuses. However, there is a lot to be learned from its sense of the "order of importance."

The New School moves in a direction completely opposite that of the typical American university. It begins with students, tries to teach the courses—urban renewal, electronic music, the philosophy of revolution, investment banking, hippie poetry, intergroup relations, and so on. The New School faculty, as might be guessed, changes with the needs of its students and at the same time it attracts the most talented professionals in any given field.

Among the school's thousands of casual course-taking students are 2100 graduate degree candidates and, since 1966, 200 day-time undergrads who must have two years of college elsewhere in order to be admitted.

Once accepted as a degree candidate, a student is free to select his courses from the entire school catalog, graduate or undergraduate, for a flat tuition rate of \$1700 per year. Scholarship

money is divided equally among these students who need it. There is no money available for student loans.

Ralph Harrod's title is Director of Educational Advising, a position subordinate to the dean on the power structure and roughly equivalent to a Director of Student Activities in any other school. His job is limited to contacts with students at the individual level — selecting courses.

He doesn't have to deal with clubs, political organizations or the Byzantine manipulations of a student council. They do not exist at the New School. When

students feel a need or have a grievance it is usually translated upward in terms of a new course, which so far the school has been able to satisfy.

The closest the school came to an open demonstration occurred last spring when students felt sympathetic toward the rebels at Columbia and attempted to organize a similar takeover. It quickly dissipated for lack of interest. As one student put it, "When you take on the administration head-on at other schools you run into a brick wall. Here at the New School you hit nothing but fog."

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IT'S TIME FOR A CHANGE

by Don Berman

Varsity sports at Ithaca College are in a bad situation. Look at the records. No varsity team this winter has a winning season.

Most students, especially athletes, are aware of the gradual downfall of intercollegiate athletics here and the problems, but no one has dared to publicize the trouble. We will take the challenge.

There are two basic problems: poor coaching and recruiting.

The recruiting problem can be solved simply: the school must allocate more funds to draw top-notch athletes. Competition is keen for good players in all sports and Ithaca is failing, as indicated by the records of the squads.

For instance, cross country folded here this year; gymnastics was forced to revert to club status to compete; the swimming, hockey, and wrestling teams are dreadfully, if not hopelessly, short on depth to compete successfully.

A more serious and personal problem is the coaching of I.C. teams. With the notable exceptions of the varsity and frosh wrestling coach, and the gymnastics coach, a revamping of the coaching system should be undertaken immediately.

The majority of coaches have been appointed long ago. Most are old I.C. graduates. Most, as one varsity performer remarked recently, "couldn't give a damn" about their team's performances.

All the coaches are "nice guys." — cooperative, personable gentlemen. These same "nic guys" lack the qualities that create winning athletes.

Many Ithaca athletes don't observe training rules. They lose heart, too. Many potential and proven performers play intramural ball, where they can have fun and not put up with a "dead" coach.

It's time for a house-cleaning of coaches.

I offer these suggestions:

1. A committee should be formed of all interested parties to recruit new coaches.
2. The coach should have a minimal, if any, teaching load.
3. A man should be limited to coaching only one sport per year.
4. The athletic director should not coach. He should recruit. Look at the records . . . It's time for a change!!

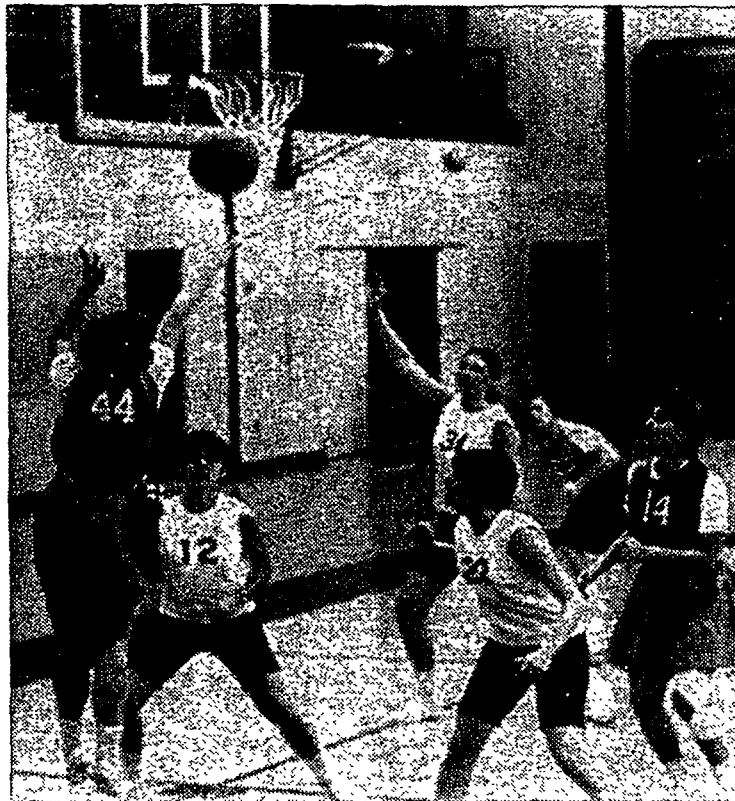


Photo by Barb Goldberg

W.A.A. Team Aims for Hoop.

W.A.A. Activity Picks Up Wins

by Chris Flatley

The Ithaca College Women's Varsity Bowling team coached by Miss Harriger defeated Wells College here on February 4. The match was determined on a ten point basis with Ithaca taking nine out of the ten points. From the standpoint of total pins, the I.C. girls posted a 3832 total to Wells' 3313. High scorers for Ithaca were Elaine Were 229-566 and Evelyn Wright 204-551. On February 7, the team played host to Cortland State College. The Ithaca girls again spurred on to victory by once more taking nine out of a possible ten points in the match. In total pins, Ithaca commanded 3749 while Cortland took 3399. High scorers for the day were Suzi Wayne 219-523 and Michele Block 202-531. On Tuesday, February 25, Cortland will be hosting Ithaca.

Our volleyball players came back to the winning slot after their first loss. Hartwick was pretty well crushed against us as we won the two games 15-3, 15-5. The girls are working hard for the battle with Brockport on February 18 at home. Everyone is also invited to come see the game with Rochester USVBA on February 26. Both of these games are home events and should be attended to indicate your interest and give the team confidence in knowing that somebody cares. The team's present record is 1-1.

In the tri-meet with Salem State and Cortland, Ithaca came out ahead as the team took high total and placed first in every event. Floor Exercise had Linda Stanley taking a first and Karen Kirk a fourth, Vaulting showed Karen Kirk with a first and Chris Lavier tied for fifth place. In the Balance Beam competition, Linda Stanley placed first, Anne Filley second and Pat Crowley fifth, and in the final event, Uneven Parallel Bars, Karen Kirk once again took a first with Anne Filley coming in second. The total points scored were: Ithaca 56.9, Salem State 47.15 and Cortland 51.95. Ithaca hosted another meet this past Saturday, and came in second, with a total of 67.30 points to Southern Conn.'s 81.45 and Brockport's 53.53. Although we only came in second the girls did very well considering the caliber of the members of the team from Southern Conn. Sally Espe and Carolyn Hacker, both who have competed nationally and internationally, are

members of Southern Connecticut's team and it was quite an experience to see these two girls perform. Individual event results from the meet: Floor Exercise Karen Kirk placed second and Linda Stanley fourth; Vaulting: Diane Ingraham and Karen Kirk tied for fourth place; Linda Stanley and Pat Crowley placed fourth and fifth respectively, and the final event was the Uneven Parallel Bars, which was dominated by Ithaca girls. Karen Kirk placed third, Diane Ingraham fourth and Anne Filley fifth. The Team's overall record is an impressive 5-1 and they are looking forward to more wins in the future. The girls have quite a tight schedule between practices and meets but they sure have shown that they can work well despite the time element. Lots of luck to all of you for the upcoming meets.

Oneonta was whipped by Ithaca this past week as Ithaca outswam them in almost every event totaling a 74-30 victory. We won the medley and free style relays. Statistics: Linda Young took a first in the 200 yd. freestyle as well as a first in the 100 yd. freestyle. The rest of the first places were taken by Heather Young in the 50 yd. butterfly, the 50 yd. breaststroke with Sandy Gagne, the 100 yd. backstroke was taken by Amy Steuck. In diving, Cindy Smith took a first and Martha McGregor took a second. Ithaca will be hosting Buffalo, Potsdam and Rochester, tomorrow so come on over and see some really exciting races. Their record to date is 3-0.

The Varsity Basketball Team now has compiled a 3-0 record after their last victory over Cortland. The score was 36-16 with Luce Malchodi scoring 14 points and Harb Bay pumping out 6. Although Cortland was a tall team, the disadvantage to us was easily overcome by the defense. Lynne Tyler showed her aggressiveness in intercepting passes and pressing Cortland's offense, while Minny Minich came out of her shooting slump in the second half of the game.

One final note about Skiing Intramurals. Since the snow has seemed to hit us a little more in this past week the intramural program is stressing beginners as well as intermediate skiers to come and learn. Anyone who is interested in teaching is also welcome, to come on Tuesdays at 3:15 at the ski slope.

URGENT NEED FOR BLOOD FOR HEART OPERATION

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I.C. Dribblers Take It On The Chin in Buffalo Game

by Don Berman

The Ithaca College varsity cagers took it on the chin last weekend with a double beating at the hands of Buffalo State and the University of Buffalo. The scores were 107-87, and 85-66, respectively.

The Bombers (8-8), suffered from numerous turnovers and lacked good scoring power in the first half. They haven't won a big road game this year.

Greg Albano, I.C.'s Little All-American candidate, was held to a career low of five points and four rebounds against State. State used a collapsing defense against Albano, while Howie DePriest drew the assignment on him and had a dozen points and seven rebounds. Albano only took five shots all night.

A string of 10 points, triggered by Tom Borschel's under-the-basket twisting shots, sent the

Orange into a 14-4 lead, and another burst put State ahead, 21-6.

Ithaca was cold and retired to the locker room trailing 50-37. A rejected group of boys let State go over the century mark for the first time this season.

The Ithacans were forced to shoot outside, and Richie Miller finished with 19 markers, 17 in the first half.

The winners shot 56.2 percent from the field and recovered 41 missed shots. Ithaca's shooting percentage was 54.8 on 34 of 62. The Bombers grabbed 23 rebounds.

"From the beginning to end, this was one of our better efforts this season," commented State coach Howie MacAdam.

The following night, the University of Buffalo showed a well-controlled, polished attack in ripping Ithaca, 85-66.

It was close in the early moments, but Buffalo edged ahead when 6-9 center, junior John Vaughn, entered the contest and bottled up the middle. Richie Miller, in an off night, garnered only five points, none in the first half. Albano came back to get 18 points and 22 rebounds.

As a result, Buffalo forged ahead, 43-25 at the half, and had clear sailing the rest of the way.

Buffalo University had five men in double figures without their leading scorer, Steve Waxman, who didn't play due to illness.

The winners, who had defeated Penn State and narrowly lost to Niagara this year, upped their record to 10-5.

R.I.T. visits Ben Light Gym for an 8:15 match tomorrow night.

BERMAN BABBLES: The home-court advantage is certainly showing up this year. Ithaca has done well at home, but can't win on the road . . . Substitutes Steve Burr and Keith Shields looked good at Buffalo . . . Dale Dirk put in a pair of starting efforts . . . Mark Rowley is the assist leader with 45 for the season . . . It's been a disappointing basketball season . . . we all thought this would finally be the year, too . . . WICB Broadcasters at Buffalo, Art Brooks and Lou Schmidt, gave the sweat off their back to do the U.B. game . . . they sat right next to the radiators for the game . . . tomorrow should be a wild affair here against R.I.T. . . . last year at Rochester, the team rolled up a total of 240 points, as Ithaca won, 123-117 . . . Ithaca has only hit 100 once this year

Sports Mike

POLITICS IN SPORTS

by Mike Hinkelman

While student disorders and demonstrations have been disruptive to classroom settings across the college campuses of the country, they have had little effect on the collegiate sports scene. To be sure, Afro-Americans and student radicals have threatened to demonstrate during basketball games at UCLA, Notre Dame and other major college campuses, but up to this point their threats have failed to materialize into anything approaching a demonstration or disruptive tactic. The question of whether or not student demonstrations and "politics on campus" will deter potentially great athletes from attending a school where the political climate is hot has been largely unresolved. One cannot really say with assurance that athletes may or may not be affected by participating for a school that draws its limelight from the news media because of its "political image." Rather, it is an individual thing, which is to say that each individual athlete must make the decision whether he wants to paly at Berkeley, Columbia, Ohio State or Penn State.

By and large, then, politics has not had an appreciable effect on the sports scene, with one exception. That, of course, was the Smith-Carlos incident at the 19th Summer Olympic Games in Mexico City this past fall. Tommie Smith and John Carlos, record-breaking sprinters and members of the U.S. Olympic Team, after having received their gold medals, stood with black-gloved clenched fists raised high in the air, their heads buried in their chests as the U.S. National Anthem was being played. It was a truly poignant demonstration of black power that was welcome with applause and understanding by many Americans, and horror and astonishment by others. Smith and Carlos were subsequently evicted from the Olympic Games, and their eviction was the climax of a potentially-explosive situation that had been brewing all summer long. A Harry Edwards-led movement to boycott the Olympic Games by black athletes had largely fizzled by the end of the summer, although many outstanding black athletes who surely could have made the Olympic Team chose to support Edwards instead, and boycotted the Olympic Games. What, then, was the significance of the Smith-Carlos demonstration?

There are, of course two sides to the story. One is that in an international sport spectacular, such as the Olympics, which stresses the "Golden Ideal" of friendship, fraternity and camaraderie among all athletes of all nations of the world, there is no place for politics, regardless of the merits or justification. Every country has its problems, not just the U.S. It would be preposterous to assume otherwise. Proponents on this side of the coin have argued that the action taken by Smith and Carlos was not representative of the U.S. as a whole, and thus not upholding Olympic standards and ideals. They have further argued that the real intent of Smith and Carlos was to "make an ass out of this country." The dismay over the Smith-Carlos exhibition was that it was an example of athletes not having any pride in being members of the U.S. Olympic Team.

There is another side to the story. The basis of this argument is that black athletes are asked to put aside their just grievances to bring Olympic glory to the U.S. The middle-class white establishment has pleaded with black Americans to exercise restraint; it has acknowledged that racial injustice does exist and that there is validity in peaceful protest. It has opposed looting, rioting, burning, and rightfully so. But, as is all too often the case, these pleas and acknowledgments are only a subtle means of keeping the black man in his place. Tommie Smith and John Carlos took their moment of personal glory in the midst of Olympic victory to symbolize black pride and its aspirations. They did not burn, scream, riot or loot, but chose instead a restrained, somewhat even dignified gesture of action. Proponents of this side of the coin have argued what more America could conceivably ask of people who have been second-class citizens for so long. In this light, they felt that politics did indeed have a rightful place in the 19th Summer Olympiad.

I might suggest that both sides of the story have their merits, and that perhaps the real truth of the whole situation lies somewhere between the two extremes.

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Albano	1	3	5	Kowalski	1	1	3
Kowalski	2	1	5	Miller	2	1	5
Miller	8	3	19	Rowley	3	4	10
Burr	6	2	14	Burr	3	1	7
Shields	5	3	13	Shields	5	1	11
Chakas	4	4	12	Dirk	1	2	4
Dirk	0	1	1	Cahill	3	1	7
Cahill	4	0	8	Bell	0	1	1
Cash	0	0	0	D. Chakas	0	0	0
Rowley	4	2	10	TOTALS	24	18	66
TOTALS	34	19	87				
Buffalo State (107)	FG	F	PTS	U. of Buffalo (85)	FG	F	PTS
Piorkowski	5	2	12	Nowak	4	5	13
Smith	8	12	28	Eberle	4	4	12
DePriest	6	0	12	Scherer	1	1	3
Koslowski	9	4	28	Vaughn	6	5	17
Borschel	7	3	17	Freely	0	2	2
Bihr	2	0	4	Krembuls	5	1	11
Dyl	2	2	6	Williams	4	4	12
Bienfo	3	0	6	Farrell	1	2	4
Luccarelli	0	2	2	Nelson	4	1	9
TOTALS	42	23	107	Mahanco	1	0	2
Ithaca (66)	FG	F	PTS	TOTALS	30	25	85

Recap of Varsity Sports

Hockey

by Ed Rudmann

Six years is a long time to wait, but the Bombers finally came through by defeating the Oswego State Lakers, 7-4, in what may be the biggest upset in intercollegiate hockey this year. After losing to Oswego 13 times in the last 6 years, last Friday night the Bombers could not be stopped.

Led by Rod Frith and Tim Cullen, the Bombers had what eventually turned out to be the winning goal in the first period as they jumped out to a 5-2 lead. Although Oswego scored first, the Bombers came back with 2 goals by Frith, and one each by Bob Aloian and Ralph Cox, before the Lakers scored again. Frith added another one before the end of the period for a hat trick.

The Bombers skated well, and although they didn't score in the second period, managed to hold the Lakers to one goal to maintain their lead at 5-3.

In the third period, the Bombers were not to be denied as Frith and Ralph Cox scored again to take a 7-3 lead. The Lakers were obviously frustrated and upset by this time and repeatedly were forced into poor passes and wild shots. They scored one more in the final period but the Bombers had gotten the biggest victory in the history of Ithaca College hockey, and it was well deserved.

Tim Cullen, I.C. goalie, seems to own Romney Field House in Oswego. Earlier this year, in a 3-1 loss to Oswego, he had 59 saves for a new school record. This time he was again in top form with 46 saves, including some tough breakaway shots.

Alan Cox, playing his first game on defense, did an outstanding job. The rest of the defense, including Bob Aloian, Dave Patterson, an Bob Corran, repeatedly knocked down shots to foil Oswego's attempts at scoring.

Enough cannot be said in praise of the Bombers efforts in defeating Oswego. I.C. plays Hamilton College next Thursday night at 7:30 at Lynah Rink. Come on out and support the team, and maybe they'll give us the same show at home.

Wrestling

by Bob Scandurra

Despite wrestling their best two matches of the year, the I.C. wrestling team went down to defeats at the hands of Oswego, 22-11, and Ashland of Ohio, 22-13, last week.

Trailing 10-0 at Oswego via forfeits in the 123 and 130 pound classes, Capt. Terry Habecker ran his record to 5-0 at 137 and an exciting 10-9 victory over Oswego's highly touted Walters. At 145 Larry Wennogle lost another close decision, but at 152 Tom Hochfelder picked up a big five for Ithaca with a pin. However, the 13-8 score after Hochfelder's match was the closest we came all night. Bill Meisner, Tony Scaringe, and Wayne Keebler all went down by decisions at 160, 167, and 177 respectively. In the Heavyweight match, Chuck Reynolds picked up his fourth win but the final score read 22-11, Oswego.

It was against Ashland, a rough mid-western small college power, that I.C. truly exhibited some fine wrestling. After forfeiting the 123 class, Bob Auble took good advantage of the two pound weight allowance (due to the fact that Ashland had been on the road a long time) as he made 130 for the first time this year. Auble wrestled a heads-up match and won 5-4. At 137, Terry Habecker easily pushed his record to 6-0 with a 14-3 trouncing. At 145, Larry Wennogle finally broke in to his well deserved win column, as he came up with a tough 6-4 win. The 152 lb. class saw Tom Hochfelder draw 3-3, as Ithaca held on to a 11-7 lead. However, the lead was shortlived as Ashland came on strong in the last four weights, despite good wrestling by I.C. At 160 Bill Meisner lost a tough 8-5 decision, and at 167 Tony Scaringe suffered an injured shoulder and had to forfeit his match. A blow for Ithaca, Tony will be out about two weeks. At 177, Wayne Keebler wrestled extremely well but drew, 3-3, and in the Heavyweight bout, Chuck Reynolds, leading 4-2 at the time, was pinned by Ashland's Pettigrew, a fourth place finisher at 191 in last year's NCAA tournament. All in all, despite losing two tough matches, Coach Broadwell was very pleased with his teams wrestling.

Gymnastics

by Russ Federman

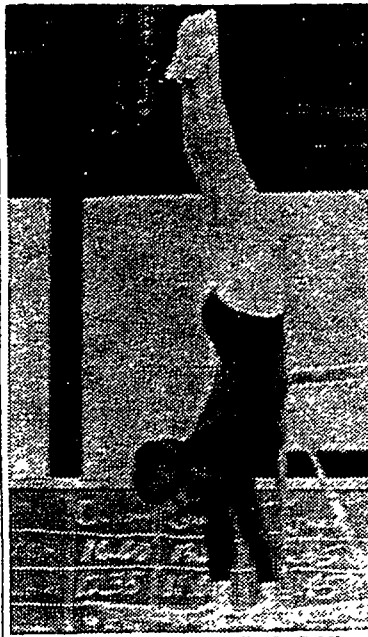


Photo by Barb Goldberg

Continued improvement but still winless: that was the story of the Ithaca College gymnastics team Saturday afternoon as it lost a 129.15 to 79.34 decision to Slippery Rock State.

The Blue thus dropped its sixth decision of the year, but was better than at any other time during the season.

The big story, as far as Ithaca followers were concerned, was the performance of freshman Lee Multari who won the All Around Competition against some very tough competition. Multari was Ithaca's top scorer in every event but the high bar where Tab Ames recorded a third place with a score of 5.05.

Multari had marks of 6.85 in floor exercise, 4.35 on side horse, 4.70 on still rings, 5.92 in long horse vaulting, 4.35 on parallel bars and 3.15 on the high bar. It all worked out to four fourth place finishes, one fifth and a sixth.

Slippery Rock had six individual winners, but none could match Multari's consistency, which netted him the All Around title with a 29.32. Tom Horn of State was second with 28.30.

"We did a fine job," commented coach Gordon Eggleston, "and I'm very pleased with the work these young men have shown. They are a credit to the college and are improving in every phase of this sport."

Swimming

John Marshall

It was a tough week for the Ithaca College swim team as it dropped two straight decisions, losing to Ashland, Ohio, 71-35, and then to Hamilton 66-33.

Ashland's team, composed almost completely of swimmers on scholarship and two All Americans, proved to be too much for I.C. Ashland, now 6-0, set pool records in four events, while capturing 12 of 13 first places. Ithaca's only victory came in the 200 yard backstroke event. Top point man for I.C. was Don Allen with seconds in the 1000 and 500 yard distance events.

Hamilton proved to be just as tough as Ashland as they opened the meet by winning the first six events. The Ithaca swimmers began to pick up steam, however, as Dave Roberts took the Bomber's initial first place of the day in the 200 fly. Brewse Ely followed Robert's example by coming from behind to win the 100 free in the day's most exciting individual race. John Marshall then made it three in a row with a varsity record in the 200 back. Hamilton took the next two events before I.C. finished the day by winning the 400 free-style relay. This relay team, composed of Tom McNamara, John Basos, Brewse Ely, and Dave Roberts has lost only once this season in nine starts and appears to have a good chance of finishing high in the upcoming state meet in March.

After an away meet next Tuesday at Oneonta, the Ithaca swimmers return home on Saturday, February 22, for their final home meet of the season against the University of Rochester.

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The World of Wheels

by Ron Cohn

After making a surprise switch from Plymouth to Ford late last season, Richard Petty christened his new Ford Torino with a spectacular win of the Riverside 500 NASCAR Road Race. Since Petty's switch to Ford, Plymouth has officially dropped out of NASCAR Grand National competition, an event which Petty must have foreseen. Independent entries will continue to compete in Plymouths but without the usual factory support, although two drivers in the USAC division were retained. Don Gurney, of Santa Anna, Calif. and All-American Racers, failed to finish due to a blown engine in his Mercury Cyclone. Dan, who won this event last year, also holds the honor of winning a total of five of the seven Riverside 500's held.

Chuck Parson, not originally scheduled to co-drive the winning Penske Lola at the recent Daytona Continental, was called in on rather short notice after it was learned that Ronnie Bucknum was unable to share the driving chores with Mark Donohue. Having a choice of a flight from San Francisco and one from Los Angeles, and with little time left before the race, he chose the closer Los Angeles flight. Lucky thing, for the San Francisco flight was hijacked to Cuba.

The amazingly hard-fought victory for the Penske Lola at the Dayton Continental may mark an extended effort for the Penske team in Manufacturer's Championship races. If they do well at Sebring on March 22, they might continue in the series and pass up some Can-Am events. The Penske team is presently in England testing a four-wheel-drive Lola for the Indy 500, which will be driven by Mark Donohue (his rookie year at Indy). Donohue will also pilot a four-wheel-drive Group 7 Penske Lola-Chevy in the Can-Am series. Bruce McLaren, constructor and driver of last year's Can-Am winning McLaren, says his four-wheel-drive car should be ready midway through the season. Dan Gurney announced his plans to field a McLaren and two Lolas for Swede Savage and himself for the '69 Can-Am's. He will be using both two and four-wheel-drive units (the FWD's coming about midway in the season) and all will be powered by 500 cubic inch Fords with estimated horsepower of 800 (they'll never see it!). Wheel sibs for Can-Am cars will probably be stretched to 20 inches in width, and more wings are ejected. The points system has also been changed to increase participation and to spread the purse a little thinner. Points will be rewarded to the first 10 finishers instead of the traditional 6. The total purse for the 11 race series is a phenomenal \$740,000.



Photo by Ron Cohn

Dan Gurney in his '68 Can-Am McLaren.

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Photo by Barb Goldberg

M.I.A.A. Wrestling Tourney

by Roy Loff

The Men's Intramural Athletic Association recently held its annual wrestling tournament in which the action was exciting and the crowds enthusiastic. Herbert Broadwell, I.C.'s varsity wrestling coach, remarked that the tournament was well organized, and displayed some very good wrestling.

The tournament's biggest upset was registered in the 130 lb. class, where Alan Singer

defeated Pete Gilpatrick, the champion for the last two years. The other winners, who will receive a gold engraved cup, were: 137 — John Nielson, 152 — David Dady, 160 — Dan Vena, 167 — Bob Joly, 177 — Wayne Harner, 191 — Rod Howell, Hvt. — Jim Benedict.

The Hawks were the team winner, with a total of three individual winners.

IC Students Want Progress

by Mark Russell

A cursory sampling of Ithaca College students indicates varying degrees of dissatisfaction with progress on the campus. However, the majority of students feel that the legitimate channels are still the best way to seek change while admitting that they find said channels to be clogged with red-tape and, often, less than empathetic persons. A sampling of comments follows:

A junior majoring in Creative Writing admits that the legitimate channels are probably the best way to accomplish change, but feels any progress through such channels is likely to be minimal due to the great number of uncreative, red-tape obsessed members of the administration and faculty.

Somewhat more pessimistic is the sophomore philosophy major who feels any great change at Ithaca would require an overhaul of much of the administration and most of the academic departments since many department heads tend to be less than progressive.

Change is impossible without a real dialogue among members of the administration, faculty, and student body is the opinion of a sophomore English major.

Still another sophomore (majoring in R-TV) feels the ideal situation for change (not to be confused with the present situation) would be if the college considered the students the college rather than a part of the college. He would also like to see an awareness of and attention to student demands created among members of the administration.

Another sophomore majoring in R-TV questions the validity of allowing the Board of Trustees to decide the question of intervisitation. Since they are not present on the campus on a day-to-day basis, she feels they are barely qualified to decide a matter which will affect the entire student body. In addition, their limited number of meetings (4 per year) makes it necessary to wait long periods of time for decisions thus contributing to student frustration.

Much of the blame for the lack of change lies with the students themselves says a sophomore majoring in physics. The majority of students at Ithaca are spineless and allow the administration to push them into any corner that is desired.

A sophomore majoring in Political Science agrees since he feels that the student body and Student Government are afraid of a confrontation with the administration. He hastened to add that this did not mean a violent confrontation, but felt that stu-

Student Body Seeks Active Participation

by Maureen Blanchfield

When Father Graf spoke at the Ithacan Banquet last December, he stated that the greatest asset of Ithaca College was its students. The activities of students in charitable and worthwhile endeavors are found in many areas throughout the campus and community. Students have demonstrated that they can help others and help themselves for desired innovations or alterations on campus in a beneficial and orderly manner.

Last February, 1968, Student Congress introduced a liberalized campus liquor policy and possible extension of intervisitation. The newly formed Campus Life Committee formed a subcommittee to examine the pros and cons of the proposal. A forum was held in October, 1968, to discuss this issue and the advantages of the proposals were decided to be

dents should be more firm in their demands rather than asking for something in a servile manner.

A junior majoring in International Relations who is involved in Student Government is against violence and pointless demonstrations since they only prove to the established power structure that the students lack responsibility. He feels you have to convince the administration that any changes will be for the better by giving reasons for wanting a change. Any progress through legitimate channels is better than no change though he admits that the red-tape is frustrating. He also feels that students must deal primarily with members of the upper echelon since minor bureaucrats tend to have rather dead minds. Though he admits that there is somewhat of a generation gap present, he wonders if communications are really that bad. He feels progress has been good, but could be better.

A senior Political Science major who is active in the Young Republicans feels students should be given more power to determine their own curricula. He suggests the institution of mandatory weekly departmental meetings attended by students, faculty, and administrators with summaries of the business conducted at these meetings printed in the Ithacan. He also feels students should have initiative or veto power over current or future course offerings. He thinks progress has been smooth, particularly in the last few years.

A senior sister of Delta Phi Zeta majoring in Physical Education hopes the students will eventually be allowed to help plan curriculum. She feels this would be possible with a stronger Student Government that would put forth petitions signed by both student and faculty members.

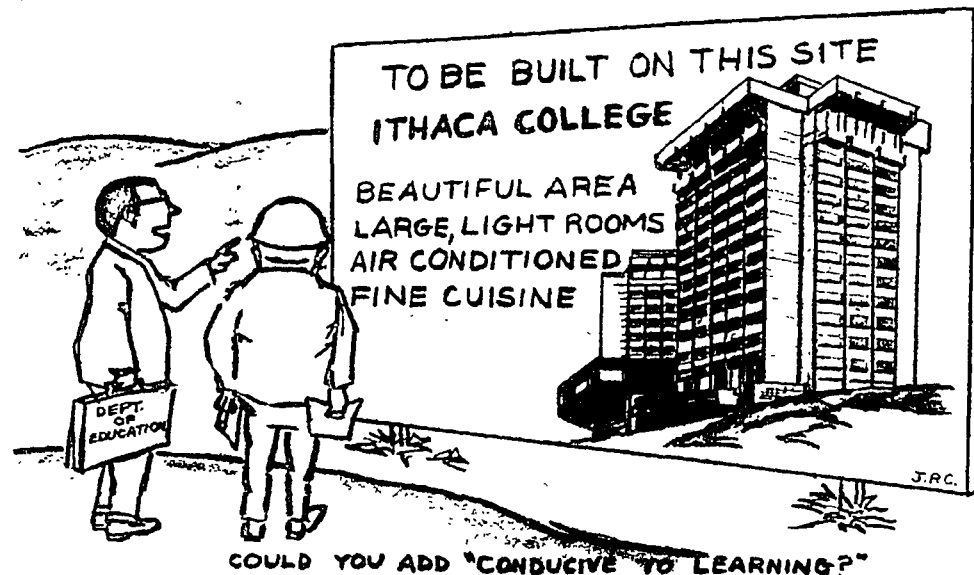
Finally, a sophomore member of the Ithaca chapter of S.D.S. who is majoring in R-TV states that working through channels is futile since the administration of Ithaca College refuses to recognize the need for basic change within the educational system. After trying to work within such a repressive institution in which one is powerless to determine policy, one realizes that the only way to bring about needed changes is to work outside that system which perpetrates the status quo.

Perhaps no conclusion from this cursory poll is really valid, but the evidence of dissatisfaction, even frustration, that characterizes many of the above statements (and many informal talks about campus) is genuine and would certainly seem to warrant real attention from the administration.

dominant. Passing through the channels of Student Congress to faculty and trustee vote, an advantageous program seems imminent, satisfactory to all concerned at Ithaca College. A student backed proposal was impartially examined by students with results that were in pace with the approach to attaining the desired end.

Student Congress has asked that Faculty and Administrative meetings be open to the students to aid in better understanding and rapport with faculty and administration members. In September, students were allowed to sit in on administration meetings. In October, 1968, President Dillingham, who will retire in 1970, agreed to give three students voting powers on the Presidential Search Committee. A Student Congress recommendation brought this privilege to the student body. The May 3, 1968 issue of The Ithacan had an article entitled "Student Government Changes from Anachronistic to Chronistic Pulse." That title has even more relevance today, but the change shows also a more mature and more extensive understanding of their responsibilities that have helped to provide a better relationship

FLASHBACK...



among students, faculty, and administration.

The most evident indication of the striving for understanding is the Campus Life Committee formed to bring students, faculty, and administration together to discuss important issues. The committee has formed a Financial Subcommittee which concerns itself with the allocation of funds for student groups. A Legal Subcommittee outlines the role of a college or university and its relationship to civil authorities. An Education Subcommittee is studying the segregation of classes of certain ma-

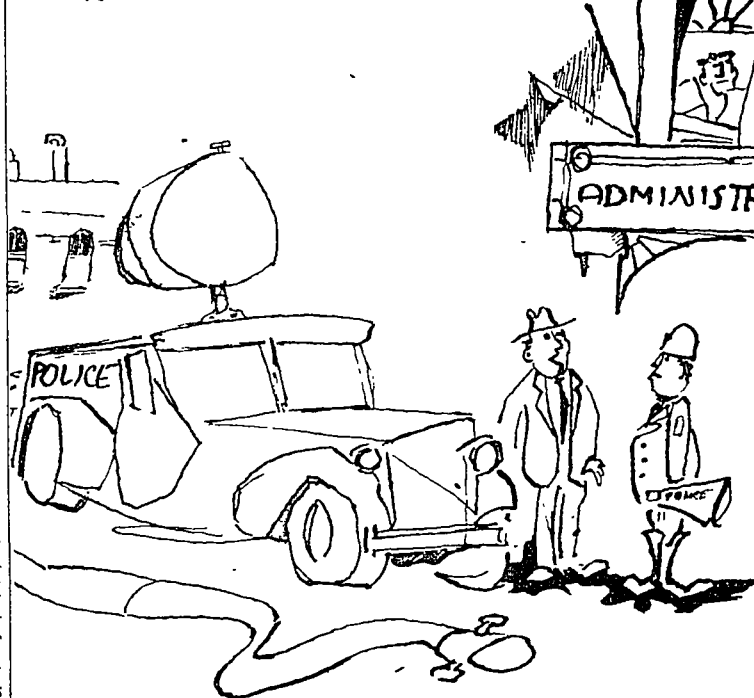
jors such as only P.E. Majors taking a certain section of Western Civilization; but the subcommittee is primarily interested in the entire atmosphere at Ithaca College.

Issues of importance to Ithaca College, students and citizens in general, are brought to the fore through the Egbert Union Board Issues Committee by means of speakers and discussions. April 17, 1968, saw the college's first organized "Teach-in" with major discussions focused on racism: its problems and possible solutions. The teach-in was not a rebellion, but an organized and recognized discussion that brought a difficult problem in the open for close examination. Last February, students of the Student Education Association elected faculty members to participate in a discussion of topics picked by the

students for the Faculty Forum held later in the semester.



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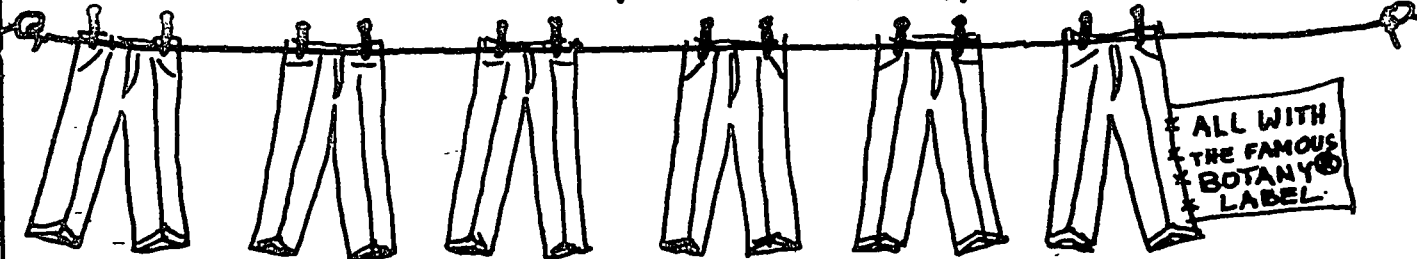
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Page One

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